



EDUCATIONAL SUPPLEMENT
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The hand the HMIs are playing

After just six months, the pile of published HMI reports is already over a foot high. The reports have allowed armchair tourists to explore the highways and byways of our education system in astonishing detail, reading about staffing, teaching and resources in places such as a borstal, a tiny stage school, and a struggling polytechnic department, as well as in many more ordinary primaries and secondaries.

The new policy-to-publish does not only expose the schools. Local authorities are - or should be - put on the spot. And HMI is out in the open, fair game for public and professional criticism of their methods and values.

Since the big primary and secondary reports, HMI's main concerns have been clear, and the succession of individual reports has underlined them. In primaries, they want a broad and balanced curriculum, professionally planned - "progression" is the great catchword. They dislike too many textbook exercises for English and mathematics and want plenty of oral and exploratory work in history, geography, art and craft, science, and so on. They call for a rather more specialist approach by teachers, and clear guidelines for all the main curriculum areas.

Reports of individual primaries have highlighted the lack of serious curriculum planning. They have also revealed new worries, particularly, the admission of rising fives into some schools that do not have appropriate resources and teaching methods for them.

At secondary level, things become much more complex, but again HMI doubts the value of so much routine chalk and talk - "didactic teaching" is the catchword here. They want students in all subjects to have more chance to explore and investigate and talk. They call for a balanced curriculum in the last two compulsory years, and due attention to general and social education.

At sixth form level, they show up the lack of interesting and appropriate courses for the growing army of non-academic sixth formers in many schools, and the inexcusable failure to inform 16-year olds of the full range of courses and colleges available in some places.

The reports have pinpointed the shortcomings of assessment procedures in many schools, and the bad effects of a rigid pastoral / academic divide in some. But most important, they have publicly documented difficulties many schools face - decaying buildings,



Limitations of "didactic teaching" pointed out



Outgoing senior chief inspector Sheila Browne and her successor Eric Bolton

staff cuts and uncertainties caused by falling or fluctuating rolls (mitigated by the policies of some authorities, but by no means all), and on occasion, serious shortages of resources.

In its annual spending surveys, the Inspectorate has avoided making simplistic links between the level of resources and the level of standards. But it is clear that in some individual schools, extra spending is needed to jack-up standards.

The reports have highlighted the need for well-focussed in-service training, when many staff are stuck without much chance of promotion or change. And they have provided detailed evidence of the failure to promote women to higher scale posts in several co-educational comprehensives.

The clarity of the picture that has been developing, and the mass of detail in it, says a lot for the systematic procedures of HMI - procedures that are praised by the heads reported on page 7. But the

heads' reservations about HMI's methods are also interesting.

It is probably inevitable that the inspections seem "rush jobs" to the schools, even when they allow for some 400 hours of inspecting in big secondaries. The fact that inspection is crammed into one week seems to give staff the impression that HMI is not seeing the full range of their work. Differences between verbal and written reports are also pretty inevitable, though HMIs fail to deliver the goods if they tone down written criticisms so much that the staff concerned can choose to ignore them.

The serious complaint is that the careful subject-based inspections can somehow ignore or devalue some major concerns of schools. HMI's failure to report on the community activities of two or three schools is the most glaring example. But according to heads more nebulous, but crucial aims, such as promoting the self-confidence of all pupils, or getting specialist staff to take a more global approach to the curriculum, and its impact on individual pupils, get devalued or buried in the detailed reports on the performance of subject departments.

This criticism becomes more important when you realise that the vast majority of secondary schools that so far have received warm praise from HMI have been operating in fairly easy conditions with stable, often suburban, intakes. The one school that set out to do something a bit different for a highly disadvantaged population, Madeley Court, was taken sharply to task for its decision not to provide properly differentiated specialist subject teaching for its younger pupils.

The major benefit of published reports is that these issues can be discussed in the light of accumulating evidence. HMIs, as well as politicians and the public are making very complex demands on the school. If one side-effort of the mainly subject-based approach is to distract teachers from wider problems and lead them to concentrate mainly on improvements over a narrow and specialist front (and there is a danger of this, even in primaries), it would be more than a pity.

We will have to wait until the autumn to see how the Inspectors view the issues raised by its first six months of published reports. Meanwhile, the biggest question the reports raise is how heads and staff can be given the kind of resources, in-service training and back-up they need to tackle the problems exposed by the findings.

Second opinion

Mind the bath water

The Education Secretary's consultative paper on corporal punishment has attracted so much attention, and not only in the educational press, that the fascination with the subject is rapidly growing morbid. But opinions have been invited, and I think many heads would want to make a number of points.

The first is to do with practicability. Documentation of parental wishes is going to be difficult when all circumstances like the importance of immediate changes of mind, and even the character of some of the pupils concerned, are taken into account. On occasion some children shouldn't take part in games, but do sit at the back of the class when they should be at the front, are chivvied along to prayers against parents' wishes. But caning a much more emotive than any of these. Mistakes will lead to very angry confrontations with parents.

More important than practical difficulty is the whole question of equity. It seems to me highly likely that rather than punish culprits differently when they have been involved in the same misdemeanour, many - perhaps most - schools will abolish the sanction altogether. While that will be popular with many people, including many heads, it will have been done not as a matter of principle, but of expediency, and there may, therefore, be a number of unforeseen consequences.

It may be that an important marker has been laid down by the suggestion that parents can take a decision to exempt individual pupils from the general rules of the school. Normally heads act *in loco parentis*, making professional decisions about the children in their charge as necessary and, while aware of parents' wishes in a general sort of way, do not have to consult parents individually on particular matters.

If parents can refuse one form of punishment, may they not, therefore, refuse others? If decisions on punishment are ineffective, what about those on school rules, on bounds, uniform, attendance, homework, options, course levels or indeed, any aspect of the running of schools? The consultative paper may have set a precedent which could attack the ultimate authority of the head.

Other countries do have systems of i.e.a. regulations and governors' instructions with the head merely an interpreter, and built-in procedures, tribunals, and all the machinery of democratic appeal. English schools rely almost entirely on the wisdom and professional integrity of the head teacher.

There are few signs that people really want to change that. Would we welcome the indecision, argument and endless delays which might be an unintended by-product of the Secretary of State's arrangements?

Of course, it has been suggested that the real purpose is to do good by stealth, abolishing corporal punishment by the back door. Well, the

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NEWS

College 'chaplains' recommended

A report on a three-year research project on what sort of ministry the Church of England should exercise in the further education sector recommends the appointment of a part-time "chaplain" to each college. He also

says the church's Board of Education should appoint a full-time officer to work in further education as it already has for schools and higher education. Authors of the report, the further education committee of the London

diocese to which the research project was confined, have already recommended that salary and housing be provided for a full-time officer to work in the 22 further education colleges in the diocese.

Mystery of 1982 'intruder' among June O level papers

Exam mix-up may cost girl place at college

by Nick Wood

A mother is claiming that a mix-up over exam papers could wreck her daughter's chance of a college place.

Ms Anne Johnson says that her 16-year-old daughter, Adeola, was given the wrong paper when she took her O level English literature exam at Islington Green school in North London in June.

Adeola needs three O levels to pursue a theatre studies course at London's Kingsway Prisoner college, and Ms Johnson fears that she may not be admitted.

She believes the slip-up happened because the group of around 50 youngsters taking the exam were told by the school to bring their bags into the exam room and to return old exam papers and textbooks. Adeola, she says, must have been given a 1982 paper by mistake when this year's papers were handed out.

Adeola said: "I didn't know it was a 1982 paper. I just answered it. We are doing the same books - there were just slightly different questions about the characters."

A spokesman for the Inner London Education Authority said it was a complete mystery how Adeola came to be given the wrong paper. Five teachers had seen the chief invigilator open the sealed packets containing the 1983 papers and, because candidates for GCE and CSE exams were in the same room the youngsters had been told to check they had right papers.

The mistake came to light some weeks later when the London GCE board discovered that one of the Islington Green candidates had answered questions from a 1982 paper, the spokesman said. The school then found a 1982 paper among those returned by candidates at the end of



Adeola Johnson ... theatre studies course

the exam. Ms Johnson is angry at the way the school, education authority and exam board have handled the incident. Her daughter was "imperiously summoned" to Islington Green a month after taking the exam and there accused of "panicking the night before and swotting up an old paper", she said.

Adeola denies she was ever given a 1982 paper to help her with revision and says that to mug it up would be stupid since it would be "throwing away the chance of a pass".

The ILEA spokesman said the

authority was "most dreadfully sorry" about what had happened. The books and old exam papers had been collected at the door of the exam room and piled up at the front, together with the children's bags, but it was most regrettable that they had been allowed into the room at all because "it did cast some doubt on how the mix-up occurred".

In future, children would not be allowed to bring bags, books and old exam papers into exam rooms, and next year Mrs Elaine Dunford, district inspector for Islington, would be present when the seal was broken on exam packets at the school.

Mrs Dunford had also offered to intercede on Adeola's behalf if she does not get the grades she needs for her college place.

The spokesman added that Adeola had been given the chance of resitting the exam, with new questions specially drawn up by the board, either at the school with the headmistress invigilating or at Kingsway Prisoner, but Ms Johnson had rejected the offer.

Ms Johnson said her daughter was so upset about what had happened that "she didn't want to go near the place". She would only agree to a new exam for Adeola if it was held on neutral territory before the beginning of next term.

Mr Alan Stephenson, secretary of the London GCE board, said Adeola's script would not be assessed because she had answered the wrong exam paper.

She had been offered the chance of sitting the 1983 paper, but had refused. She was now being given the chance of taking the January 1984 English literature paper free of charge.

Croxteth parents set to register as independent

by Biddy Passmore

A slightly bewildered group of parents is now preparing to register Croxteth community comprehensive in Liverpool as an independent school.

The parents were sent a letter last week by Mr Roger Morgan, Registrar of Independent Schools at the Department of Education and Science, telling them they were now running an independent school and must register it as such. He enclosed an application form.

Mr Phil Knibb, chairman of the Croxteth Community Action Committee, said this week: "It's a contradiction of what we're trying to achieve - a community neighbourhood comprehensive. But, seeing it'll be another 12 months before we can be reintegrated into the state system by Liverpool, we've got to do it."

There might be some delay in returning the form, he said, as the parents were not yet in a position to tell the DES what teachers the school would have next term. In order to achieve final registration, a school has to satisfy the department it is providing "efficient and suitable instruction" and that its premises are adequate and properly equipped.

Meanwhile, the parents face the daunting task of raising the money needed to keep the school going for another year. The city's education authority has estimated it would cost about £300,000 to run Croxteth as an ordinary maintained school and has promised to pay up to half of that through a trust fund.

The new arrangements are seen as strictly temporary by the parents and the city's new Labour leaders, who passed a resolution in June promising to bring Croxteth school back into the maintained system. Its closure was approved by Sir Keith Joseph in November 1981 and it has already been running on community support for a full year.

The problem now, however, is to devise a reorganization scheme that would guarantee Croxteth enough pupils to convince the Education

Secretary that he should reverse his earlier decision to close the school.

Liverpool's ruling Labour group is committed to reorganizing the city's half-empty secondary schools into 11-18, community-based comprehensives with six forms of entry (180 pupils a year). But it may prove impossible to achieve that size at Croxteth. There were only 159 pupils at the end of last term and, although Mr Knibb hopes that more than 200 will turn up in September, future numbers are unlikely to rise much in this ravaged and isolated part of the city.

Liverpool education authority this week agreed to implement the dispute procedure as the next stage in a row with the National Association of Head Teachers which began last March, Bert Lodge writes.

This follows a letter last week to the city's chief executive, Mr Alfred Stocks, in which Mr David Hart, general secretary of the NAHT, threatened to report the authority to the Ombudsman for maladministration (TES August 5).

The ground for this, claimed Mr Hart, was the failure of Mr Kenneth Antcliffe, director of education, to answer five letters written since May announcing the union intended to invoke the grievance procedure and requesting a copy of it.

The dispute is over NAHT members who were appointed heads-designate last year over 15 new schools due to open in September as a result of reorganization of Catholic schooling. The union is insisting they should be paid the salary rate applicable to their new school from last January 1.

A round-the-clock vigil is being mounted by parents of a Harrington primary school to prevent it from closing its doors to pupils next term, Richard Garner writes.

About 30 parents at the school in Toxteth appeared to have won the first stage of their battle this week when city council leaders voiced optimism that the school had been granted a reprieve from the axe for a year.

COMMENT

Who pays the piper

The latest expression of anxiety on the part of one of the local authority associations about the cost of providing for the Youth Training Scheme (page 10) concerned the payment for Mode B2 - that is college-based - projects. The Manpower Services Commission, it seems, has been doing deals with some l.e.a.s at rates below those which the Association of County Councils think should be the norm, and a letter has gone out, to county chief executives, alerting them to the danger that they may be short-changed.

ing row between the MSC and the local authorities which could have local consequences.

The second point needs no labouring. It would also be a great simplifier if the local authorities (and the DES) had accepted that running courses for under 19s (both "training" and "education") was a part of the normal job of a college of FE, paid for out of rates and taxes like the rest of education for young people. Why should there be any fees to pay at all in respect of the off-the-job courses provided in colleges for the YTS? Why should not the Government's contribution be paid via the Rate Support Grant, in the same way that primary and secondary education is supported?

It is not true that, if it had been done in this way, l.e.a.s would have refused to meet their obligations.

A taste of second-best

Every year the ILEA's drama inspectors publish an interesting little list giving the estimated numbers of CSE, O and A level candidates studying each set play. The inspectors' aim is to alert theatre companies and broadcasters to the potential juvenile public for any classic they may put on, and thus to increase pupils' chances of seeing their set texts brought to life.

Apart from its usefulness to all directly concerned, the list does incidentally furnish a valuable indication of the way the wind is blowing - or not blowing - through secondary

259, while poor old *Lear* (149) takes terrible punishment from the bawdy boots of *Zigzag* (247).

It is ironic that the boyver-booted Edward Bond, despite his assiduous patronage of young ideologues at the Royal Court, only scrapes in at the bottom of the list with seven votes for *The Sea*.

In some ways this list could be said to be mildly shocking. T S Eliot's *ninching* but once popular *Murder in the Cathedral* may have slid down to its right place (34), but what in the world are *Ibsen* (*An Enemy of the People*), *Wilde* (*The Importance of Being Earnest*) and *Chekov* (*The Seagull*) doing even lower? The greatest flowering of English theatre since Shakespeare is clearly woefully undervalued by today's educators: *School for Scandal* (106), *The Relapse* (46) and *St. Nicholas* (10).

Video library still 'closed'

by Carolyn O'Grady

The Inner London Education Authority's video library has been out of bounds to teachers for a year. The ILEA is still considering whether to charge them for hiring the 300 cassettes.

The authority is replacing its film library with videos and paying hire fees to the publishers for use of their programmes. Yet not a single cassette has been lent out since the video library was established in September 1982.

The original problem was copyright. If any teacher copied the cassettes, the ILEA would apparently be legally responsible.

However, Malcolm Shifrin, head of the ILEA Central Library Resource Service, says copyright is no longer holding up distribution. The main problem now is the hardware for the

Unfair dismissal awards withheld from teachers

by Hilary Wilce

Two teachers, who were awarded several thousand pounds compensation for unfair dismissal last autumn, have been unable to obtain the money from their employers.

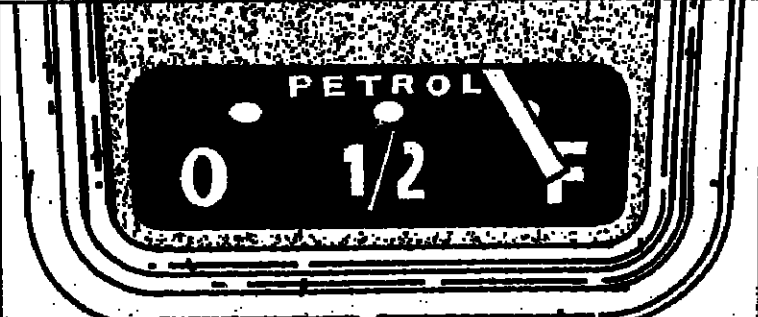
Both of the teachers were employed at the American Community School, Cobham, Surrey. Mr Doug Johnson, former head of English in the senior school, was awarded £1,436 by an industrial tribunal last October. Ms Kit Stout, a music teacher, was awarded £3,290 by an industrial tribunal last November.

But the school has said it is not the teachers' employer. Their contracts were with a separate United States recruiting agency, which has no assets in Britain from which to pay com-

the two teachers had originally been employed by the British company, but had been given the option of transferring to contracts with the foundation.

This allowed them to pay considerably less tax, and "they could not have their cake and eat it" by then claiming rights under British legislation, he added. But British employment law says that anyone employed in this country for a long period is protected from unfair dismissal.

Mr Speed said that the school had a service contract with the foundation, which supplied about 60 to 75 per cent of the school's teachers. The teachers were paid in sterling, in this country, but he had no knowledge of any British bank accounts held by the foundation.



FROM HERE TO ETERNITY?

Afraid not.

Contrary to popular belief a Citroën 2CV will eventually run out of petrol.

However, for 2CV owners who may have forgotten, the petrol filler cap is located on the driver's side rear wing.



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There are few signs that people really want to change that. Would we welcome the indecision, argument and endless delays which might be a unintended by-product of the Secretary of State's arrangements?

Of course, it has been suggested that the real purpose is to do good stealthily, abolishing corporal punishment by the back door. Well, the Education Secretary has achieved more than many others in his role about way, as TVEI, YTS, speed grants, 16-plus, amply testify, but it is important to consider the possible consequences of the policy approach, as well as the act itself.

Sir Keith says that he has a high regard for heads; it might be better to undermine their authority rather than he has to, and to face the problem of corporal punishment openly.

Peter Snape

Peter Snape is headmaster of Edward VI School, Tunbridge Wells, and a designee of the Secondary Head

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Exam mix-up may cost girl place at college

by Nick Wood

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Adeola needs three O levels to pursue a theatre studies course at London's Kingsway Princeson college, and Ms Johnson fears that she may not be admitted.

She believes the slip-up happened because the group of around 50 youngsters taking the exam were told by the school to bring their bags into the exam room and to return old exam papers and textbooks. Adeola, she says, must have been given a 1982 paper by mistake when this year's papers were handed out.

Adeola said: "I didn't know it was a 1982 paper. I just answered it. We are doing the same books - there were just slightly different questions about the characters."

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authority was "most dreadfully sorry" about what had happened. The books and old exam papers had been collected at the door of the exam room and piled up at the front, together with the children's bags, but it was most regrettable that they had been allowed into the room at all because "it did cast some doubt on how the mix-up occurred".

In future, children would not be allowed to bring bags, books and old exam papers into exam rooms, and next year Mrs Elaine Dunford, district inspector for Islington, would be present when the seal was broken on exam packets at the school.

Mrs Dunford had also offered to intercede on Adeola's behalf if she does not get the grades she needs for her college place.

The spokesman added that Adeola had been given the chance of resitting the exam, with new questions specially drawn up by the board, either at the school with the headmistress investigating or at Kingsway Princeson, but Ms Johnson had rejected the offer.

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The original problem was copyright. If any teacher copied the cassettes, the IEA would apparently be legally responsible.

However, Malcolm Shifrin, head of the IEA Central Library Resource Service, says copyright is no longer holding up distribution. The main problem now is the handling fee for teachers.

Closure threat

Birmingham schools are likely to be closed sporadically next term by selective industrial action. This follows a decision by the 12,500-strong city council branch of the National Union of Public Employees to support strike action over the authority's plans to put school cleaning services in the hands of private contractors.

A contract for cleaning 62 Birmingham schools from September has been awarded to a private firm called Servisystem. And tenders have now been received for the job of cleaning the rest of the city's 500 schools.

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Mr Stout said that the school had a service contract with the foundation, which supplied about 60 to 75 per cent of the school's teachers. The teachers were paid in sterling, in this country, but he had no knowledge of any British bank accounts held by the foundation.

Mr Stout said that the school would be terminating its contract with the foundation because tax law changes in the United States had made it a less advantageous arrangement.

Meanwhile the tax man has told Mr Stout that he was not eligible for the tax concession of the foundation because she was "substantially employed" by the American school in England, and the Inland Revenue is now investigating the affairs of the foundation.

The school is accredited with the European Council of International Schools, which said this week it was disturbed to hear of the problems that had arisen.

The school's owner and academic director, Mr Gordon Speed, said that

Croxteth parents set to register as independent

by Biddy Passmore

A slightly bewildered group of parents is now preparing to register Croxteth community comprehensive in Liverpool as an independent school.

The parents were sent a letter last week by Mr Roger Morgan, Registrar of Independent Schools at the Department of Education and Science, telling them they were now running an independent school and must register it as such. He enclosed an application form.

Mr Phil Knibb, chairman of the Croxteth Community Action Committee, said this week: "It's a contradiction of what we're trying to achieve - a community neighbourhood comprehensive. But, seeing it'll be another 12 months before we can be reintegrated into the state system by Liverpool, we've got to do it."

There might be some delay in returning the form, he said, as the parents were not yet in a position to achieve final registration, a school has to satisfy the department it is providing "efficient and suitable instruction" and that its premises are adequate and properly equipped.

Meanwhile, the parents face the daunting task of raising the money needed to keep the school going for another year. The city's education authority has estimated it would cost about £300,000 to run Croxteth as an ordinary maintained school and has promised to put up to half of that through a trust fund.

The new arrangements are seen as strictly temporary by the parents and the city's new Labour leaders, who passed a resolution in June promising to bring Croxteth school back into the maintained system. Its closure was approved by Sir Keith Joseph in November 1981 and it has already been running on community support for a full year.

The problem now, however, is to devise a reorganization scheme that would guarantee Croxteth enough pupils to convince the Education

Secretary that he should reverse his earlier decision to close the school.

Liverpool's ruling Labour group is committed to reorganizing the city's half-empty secondary schools into 11-18, community-based comprehensives with six forms of entry (180 pupils a year). But it may prove impossible to achieve that size at Croxteth. There were only 159 pupils at the end of last term and, although Mr Knibb hopes that more than 200 will turn up in September, future numbers are unlikely to rise much in this ravaged and isolated part of the city.

● Liverpool education authority this week agreed to implement the disputes procedure as the next stage in a row with the National Association of Head Teachers, which began last March, Bert Lodge writes.

This follows a letter last week to the city's chief executive, Mr Alfred Stocks, in which Mr David Hart, general secretary of the NAHT, threatened to report the authority to the Ombudsman for maladministration (TES August 5).

The ground for this, claimed Mr Hart, was the failure of Mr Kenneth Antcliffe, director of education, to answer five letters written since May announcing the union intended to invoke the grievance procedure and requesting a copy of it.

The dispute is over NAHT members who were appointed heads-designate last year over 15 new schools due to open in September as a result of reorganization of Catholic schooling. The union is insisting they should be paid the salary rate applicable to their new school from last January 1.

● A round-the-clock vigil is being mounted by parents of a Harrington primary school to prevent it from closing its doors to pupils next term, Richard Garner writes.

About 30 parents at the school in Toxteth appeared to have won the first stage of their battle this week when city council leaders voiced optimism that the school had been granted a reprieve from the axe for a year.

Who pays the piper

The latest expression of anxiety on the part of one of the local authority associations about the cost of providing for the Youth Training Scheme (page 10) concerned the payment for Mode B2 - that is college-based - projects. The Manpower Services Commission, it seems, has been doing deals with some l.e.a.s at rates below those which the Association of County Councils think should be the norm, and a letter has gone out to county chief executives, alerting them to the danger that they may be short-changed.

Two points arise: the first concerns the lateness of the hour. The YTS, formally, starts next month. The relationship between the colleges and the MSC has already deteriorated because the commission has been reluctant to give much encouragement to college-based arrangements. For financial (and also ideological) reasons there is a strong official preference for Mode A, employer-managed, schemes.

It is certainly disturbing to find that the financial terms on which colleges are to mount their own schemes are so unsatisfactory in many places and that there are the elements of a smouldering

row between the MSC and the local authorities which could have lasting consequences.

The second point needs no labouring. It would also be a great simplifier if the local authorities (and the DES) had accepted that running courses for under 19s (both "training" and "education") was a part of the normal job of a college of FE, paid for out of rates and taxes like the rest of education for young people. Why should there be any fees to pay at all in respect of the off-the-job courses provided in colleges for the YTS? Why should not the Government's contribution be paid via the Rate Support Grant, in the same way that primary and secondary education is supported?

It is not true that, if it had been done in this way, l.e.a.s would have refused to meet their obligations: there are no legitimate grounds for saying the money had to go through the MSC because the authorities would otherwise have spent it on sweets. The MSC has hastened to pay directly and in the case of many YOP projects, the l.e.a.s and the colleges have probably made a profit. It was worth the MSC's while to be generous to establish a firm payers' grip on the piper's tune: this is all about the control of an important part of the FE curriculum which the local education authorities have surrendered in return for MSC gold. The latest storm in a tea-cup is part of the consequences of which the authorities have counted.

A taste of second-best

Every year the IEA's drama inspectors publish an interesting little list giving the estimated numbers of CSE, O and A level candidates studying each set play. The inspectors' aim is to alert theatre companies and broadcasters to the potential juvenile public for any classic they may put on, and thus to increase pupils' chances of seeing their set texts brought to life.

Apart from its usefulness to all directly concerned, the list does incidentally furnish a valuable indication of the way the wind is blowing - or not blowing - through secondary school English departmental thinking. Guess what comes out top of the poll? *A Taste of Honey*, to be studied by a staggering 5,241 candidates, easily leading its more predictable runner-up our old friend *Macbeth* (4,233 candidates). Next comes *Pygmalion* (3,135) and in fourth place *Romeo and Juliet* (2,459). Then *A View from the Bridge* (2,015), *The Heiress* (1,963 - but who was she?) and only then *Twelfth Night* (1,569) and that wonderful standby *The Crucible* (1,327).

Hamlet is narrowly outstripped by *The Caucasian Chalk Circle* (848 and 882 respectively), *Hobson's Choice* (848 and 882 respectively), *Hobson's Choice* (848 and 882 respectively), *Hobson's Choice* (848 and 882 respectively).

259, while poor old *Leah* (149) takes terrible punishment from the luvver boots of *Zigger Zagger* (247).

It is ironic that the bowyer-booted Edward Bond, despite his assiduous patronage of young ideologies at the Royal Court, only scrapes in at the bottom of the list with seven votes for *The Sea*.

In some ways this list could be said to be mildly shocking. T S Eliot's mincing but once popular *Murder in the Cathedral* may have slid down to its right place (34), but what in the world are *Ibsen* (*An Enemy of the People*), *Wilde* (*The Importance of Being Earnest*) and *Chekov* (*The Seagull*) doing even lower? The greatest flowering of English theatre since Shakespeare is clearly woefully undervalued by today's educators: *School for Scandal* (106), *The Relapse* (46) and *She Stoops to Conquer* (no longer - a mere 28).

Relevant to today's kids... one can hear the earnest justifications for peddling sub-literature, but with the accessible riches on offer there is still no excuse for it.

...no comment

"She has been following a perfectly normal life, going to school and joining in games, sports and swimming". Mother of 15-year-old Rotherham school girl who gave birth to a baby boy on a school trip to France, quoted

Peter Snape is headmaster of Edward VI School, Tunbridge Wells, and a designee of the Secondary Head

PETROL

0 1/2

FROM HERE TO ETERNITY?

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PLATFORM

"Education," said Plato "is first given through Apollo and the Muses." Perhaps it was easier to say so - to believe so - in fourth century Athens. After all, though the human brain had evolved to its present size some 250,000 years earlier, it was only in the previous two or three millennia, with the development of language, that logical thinking had become possible with the left brain.

But if Western philosophy since has been footnotes to Plato, Western education has so neglected the Muses that references to them have sounded like no more than faint exhortations from the touchline. Can we pretend that we in this country have progressed all that far from the Utilitarianism satirized in *Hard Times*?

Dr Patrick Nutgens reminds us in *Learning to some purpose* that 1917 was an unhappy milestone in English education: the year that the Government entrusted universities with responsibility for school examinations. Five years later the Board of Education felt called upon to decree that "aesthetic subjects should occupy a minimum of five periods a week".

In 1938 the Spens Report could say: "Didacticism is still over-weighted in competition with originating activity". In 1959 Crompton urged that the "other tradition or artistic or creative education" should be as responsible a part of education as "the largely analytical tradition of the schools".

Despite the exhortations of Plowden (1967) - especially of sections 676 to 685 - the need to exhort has continued, notably in the 1980 Design Council Report and the 1982 Gulbenkian Report. But who is now winning, Sissy Jupe or Bitter? The race is critical. When left-brain cleverness has brought us to the brink of destroying all, there is perhaps just time to regain balance, that synergy of left and right brain which could make us more capable of practising Plato's science of right choice.

Three years ago in *The TES* Liz Heron reported the fears of a "well-known educational publisher" who said: "It is generally admitted that conservatism is 'in the air' with severe financial constraints coupled with the echoes of the Great Debate and the Black Papers... There is a decided move away from creativity and back to traditional methods in primary publishing; at secondary level there is a heavy concentration on core subjects, a virtual halt in poetry anthologies (hardly anyone is buying them these days)..."

Among the eight aims expressed in Shirley Williams's Green Paper, that grading reference to the importance of giving pupils "the ability to apply themselves to tasks" has often enough been noted. But how often is even that modest aim incorporated within a core curriculum? Apart from the statutory religious education and - two cheers for Juvenal - physical education, "core" seems largely to imply the 3 Rs in their narrowest definition. Whereby hangs a tale.

When the distressingly-overworked aphorism was first coined at a City dinner in 1807, it seems likely that the inclusion of "ruling and arithmetic" was



Reviving the Muses

unconscious humour on the part of its author, Sir William Curtis, MP, who was himself illiterate. But, according to Professor Bruce Archer, Sir William was probably misquoting an earlier aphorism in which the 3 Rs were defined as:

1 reading and writing;
2 reckoning and figuring; and
3 wroughting (as in wrought iron) and wrighting (as in shipwright).
The output of the third R, as so defined, fills our museums and galleries, equips our homes, constitutes the man-made habitat, and once, in happier times, drove the economic machine. We neglect it at our peril when the problems of today should require of cabinet ministers no less than cabinet-makers a degree of competence in the making-and-doing culture.

And yet is it not significant that when such as I attempt to rehabilitate the Muses we all too easily fall back on such Utilitarian argument? "Fine art," said Shaw, giving a modern twist to Plato, "is the only teacher except torture". Yet even the Design Council (in company with Her Majesty's Inspectorate and, of course, the Manpower Services Commission), omits the letter A for Art from the now fashionable "CDT".

So let us, more confidently, fall back on Sir Herbert Read who, during one of the darker periods of the Second World War, reminded readers of *Education through Art* of E. M. Forster's "the importance of sensation

Timothy Rogers argues that teachers cannot stand aside in what he calls 'the creative crisis of adolescence'

in an age which practises brutality and recommends ideals."

In that seminal work *Read builds up* a theory which "attempts to show that if in the upbringing of our children we preserved... the vividness of their sensations, we might succeed in relating action to feeling, and even reality to our ideals."

The "vividness of their sensations" is what I hoped to capture in *Those First Affections* (1979), an anthology of poems composed by children between the ages of two and eight.

A free life is like flying.
A magic wind gently lifts your heart
Like a pair of wings that let you glide in freedom.

The above lines are by an eight-year-old. When, some 30 years ago, I began my collection, I did not set an age limit on it - that was determined by what I found to be a remarkable falling-off after the age of eight. Time

and time again young poets seemed to stop writing well as a consequence of school. One mother said of her daughter: "When she was at junior school the teachers made too many comments on her poetry, and she turned it out like a sausage machine."

But not all teachers stifle the imagination. In my introduction I tried to summarize the experience and practice of those rare teachers who manage to create the conditions in which children may continue writing poetry. One of them, Marjorie Hould, suggested that a teacher should "bring into a whole the realities and desires, thoughts and phantasies, rebellions and submissions, good and bad, in the material before him."

To do this requires something of Wordsworth's "wise passiveness" or Keats's "diligent indolence" and "negative capability". The teacher must practise "the technique of knowing and yet appearing not to know."

This technique, as I understand it, is akin to the "assimilation-accommodation" balance which Piaget sees as characteristic of rational intellectual structures, and which Robert H. Winton in his interesting book of that name sees as characteristic of *The Intelligence of Feeling*. "If control of the medium is achieved by rules, there is excess of accommodation over assimilation; at the other extreme of the spectrum, there is excess of assimilation over accommodation."

What is needed is a process of

keeping the two in equilibrium, something which Winton calls "reflective control of the medium". Poetry for the very young child is the expression of instinctive insight; it is summoned from the vast deep. It cannot be taught, indeed it cannot even be summoned; it may only be permitted.

But in the creative crisis of adolescence the teacher cannot stand aside. As Malcolm Ross has said, it is "vital for the teacher to stay with the adolescent as he swings now this way, now that... stay with him and not endorse either 'fixing' (withdrawal of commitment) or 'faking' (a spurious conformity to ready-made solutions to his problems)". Which is yet another aspect of the balancing act of teaching.

At this point I should like to mention briefly the activities of Bosworth College. At Bosworth drama and foundation design are long established ingredients of a core curriculum for all 14 to 16-year-olds. We enjoyed the company for two years of a Gulbenkian painter-in-residence; we hope to be welcoming shortly an Arts Council poet-in-residence. One of our drama studios is the venue for about a dozen professional performances a year (and of course many of our own); the Bosworth Gallery, a former cloakroom, has continuous exhibitions both of professional and student work.

We have recently held the fourth biennial Bosworth Festival, and are now preparing for the fifth. We live in an age when calls for accountability seem to have supplanted belief in the eternal verities - concern for "the price of everything and the value of nothing" - and when parents, no less than their children, are anxious about qualifications and employment prospects. And so it was more from a wish to reassure than to boast I have been able to tell them that, in the past four years, Bosworth prizes have gained national prizes for improvised drama; playwriting; film-making; photography; electronics; song-writing; short-story writing; and for a poetry magazine and student newspaper.

Prizes for a few can be encouragement for the many, but they are not in themselves a justification. We must remember that we do these things in the service of Apollo and the Muses. I think - I hope - that we should still have done them at Bosworth in the interest of educating whole people even if we had had to pay a price in reduction of left-brain achievement.

Happily, we have been well able to satisfy requirements of us in those terms too: Alpha and Omega have comprehended A and O. But it is heartening to learn that recent research in America confirms - left-brainedly if you like - what many of us have already believed with our right brain: that the left half gains most if both halves are nurtured.

In other words, at Bosworth we have been winning on the swings and the roundabouts. "It is a terrible thing," said Jack Worthing when he discovers that he has always been "Ernest", "for a man to find out suddenly that all his life he has been speaking nothing but the truth."

Timothy Rogers is principal of the Bosworth College.

Philip Venning reports on the problems facing this year's crop of new students

It's getting tougher to reach the top

Thousands of school leavers, receiving their A-level results in the next few days, face the likelihood of tougher competition for a place in a university, polytechnic or other type of higher education.

And with Government plans for future student numbers upsetting the normal calculations, even the most experienced admissions officers and planners cannot predict the final position.

According to Mr Ronald Kay, general secretary of the Universities Central Council on Admissions, university places may be slightly more difficult to get this year. This follows a small increase in total applications and the possibility of a slight cut in the number of admissions.

The position in polytechnics and other colleges offering degree-level courses is always uncertain at this

stage. But the biggest uncertainty comes from the extent to which they may anticipate planned Government cuts in 1984-85 by restricting admissions this year.

So far polytechnic applications are up, and a last-minute rush may still occur if the universities turn too many away. But the public sector colleges will have to wait until August 30 to learn from the National Advisory Body (NAB) their student targets for 1984-5. This will be too late to have a drastic effect on this year's admissions in general, though some individual colleges may have to have a rapid re-think.

It was always expected that competition for higher education places would reach a peak in the early 1980s, when a bulge of 18-year-olds passed through the education system.

For several years educational plan-

ners have been debating to what extent the higher education system should expand to cope with the bulge, bearing in mind the probability that applications will start declining from the mid-eighties.

Government cuts in higher education imply a temporary increase in competition, though individual institutions have found planning difficult without precise figures for student targets.

This year applications to universities from home students are standing at about 155,000, an increase of 0.3 per cent on last year; while among overseas students the total is more than 14,000, a rise of 3.6 per cent. However, the final figures are likely to be higher still as applications continue coming in after the official closing date.

Mr Kay said: "There is no central

count or estimate of the number of places likely to be available since each university fixes its own target in the light of financial decisions made by the University Grants Committee. As a rough guess, admissions this year may turn out to be 1 per cent down on last year's figure of 78,600.

Through the University Grants Committee, universities have been under pressure for the past two years to reduce their new student intake to bring down the overall numbers.

This year's total for home students is about 250,000, including both undergraduates and postgraduates. Individual universities could, however, choose to admit more undergraduates at the expense of postgraduates.

Applications for polytechnics have increased again this year after a spell of large rises, according to Dr Michael Lewis, secretary of the Committee of

Directors of Polytechnics. But it is unlikely that admissions will increase, and the probability is that individual colleges will already be looking ahead to 1984-5 when public sector higher budgets face a 10 per cent cut over two years, based on the 1982-3 total.

The main uncertainty is precisely how the NAB will share out the cuts between the polytechnics and the other colleges of higher education.

Polytechnics are also working from a much higher student total than might have been expected, largely because of a 16 per cent increase in admissions in 1981-2.

Last week the CDP released figures which showed that though the number of students entering higher education courses at polytechnics last year was only 2.5 per cent higher than in 1981-2, the total number of students rose by 6.6 per cent.

Full house for postgrad English teaching courses

All places on postgraduate certificate of education courses next term for intending teachers of English in secondary schools are now filled.

And although the latest figures from the Central Clearing House and Graduate Teacher Training Registry reveal vacancies for secondary-level maths in nearly 20 university departments of education, polytechnics and colleges, only applicants who have studied the subject as a major part of their degree will be considered. The same applies to physics.

This follows the insistence of Sir

Keith Joseph, Education Secretary that only graduates in subjects closely related to the school curriculum will be considered for teaching training.

A few vacancies remain in some, other subjects - home economics, craft, design and technology, physical education, religious education, and Welsh.

By contrast enquirers to the clearing house this week were told that institutes and colleges of higher education would welcome applications for this autumn from candidates for a BEd degree.

Sir Keith gets advice

Advice on the criteria for approving teacher training courses and the national council which will accredit them was formally submitted to Sir Keith Joseph, Education Secretary this week by Sir Clifford Butler, chairman of the Advisory Committee on the Supply and Education of Teachers.

Details of the advice and the new accreditation council appeared in *The TES* on July 22. They include extending the current postgraduate certificate of education course to 36 weeks, using practising teachers to help choose candidates for the profession and a closer matching of graduate studies to the subject a student intends to teach.

The committee emphasizes that the proposals will require more money to implement.

The new national council will have 15-20 members. From it groups of perhaps four individuals at a time will make up to 30 one or two day visits a year to institutions.

'Home study' too haphazard

Distance learning should be developed in a more organized way, the Advisory Council for Adult and Continuing Education says in a report published this week.

At one time it was held in some contempt by educators as it was associated with some of the worst aspects of the "less reputable commercial correspondence courses", ACACE commented.

But distance learning, - what amounts to home study with the re-education of home tutors in colleges the Open University and bodies such as the National Extension College - has now expanded and become respectable.

Schemes have developed in a haphazard way. And so a national network of centres for independent study should be established to provide a framework for distance learning, says the report.

Distance Learning and adult students, ACACE, 19b De Montfort Street, Leicester LE1 7GE, £2.

Cane curb delay attacked

by Biddy Passmore

The Government has been reported to European foreign ministers for continued delay in implementing last year's judgment on corporal punishment by the European Court of Human Rights.

In a letter to Herr Hans Peter Rüttger, secretary to the council of Europe's committee of ministers, Mr Tony Scott, secretary of STOPP, the anti-spanning pressure group, points out that ministers do not intend to introduce legislation giving parents the

right to exempt their children until 1984-85.

"Meanwhile", he says, "teachers will be free to beat children against their parents' wishes - a flagrant violation of the court's judgment. Such a delay is totally unacceptable."

Mr Scott accuses the Government of "cynical delaying tactics which are incompatible with its treaty obligations" and urges the Council to carry out its duty to supervise the execution of the court's judgment.

Letters, page 12

Equal allowance call for envoys' daughters

The daughters of diplomats should receive the same government allowance as sons towards the cost of boarding education in Britain, Civil Service unions have said.

In a memorandum to the Commons Select Committee on Foreign Affairs, five Civil Service unions criticize the scheme under which about 2,000 children of British diplomats have boarding school fees paid at a cost in 1982-83 of £6.5m.

The rates last year were £3,678 for a senior boy, £3,530 for a senior girl, £3,310 for a junior boy and £3,177 for a junior girl. The unions argue that this difference is unjustified and that the girl's allowance should be increased to that of the boy's.

The Foreign Office, in its submission to the committee, disclosed that under the 1 per cent of the children involved attend local authority boarding schools.

"We hold no brief for private education as such. Our concern is simply that suitable facilities should be available in this country for residential schooling for our children, where the process of education can be stable and uninterrupted and where the staff are experienced in looking after children whose parents are overseas. At present it is the private sector which meets practically all this demand."

The most popular schools last year were Windlesham House (33), Bedales (29), Ashford (28), Wellington (27), Royal Russell (26), and Eton (25).

Exeter University's students and staff have hit back at suggestions that the campus is increasingly attracting "Sloane Ranger" types.

A report referred to public school stereotypes at Exeter University who among other things, hired a white Rolls-Royce and drove it ostentatiously around the campus, and lived in beautiful Devon cottages.

A special inquiry recommended that more effort be made to attract students from state schools, after it discovered that in the last three years the percentage of students the university took from independent schools had risen to 37... compared with the national average of 22.

Chris Marsh, aged 20, president of the students' guild, described the image as "a stupid distortion", and said: "Such mischievous stories serve only to discourage good applicants from the public sector from applying to Exeter."

Governors of two Northumberland schools have protested at a county policy which prevents their acting heads from applying for permanent headships at the schools.

Mr John Hindmarsh, acting head of Belford Middle School, and Mr Fred Wheeler, acting head of Hillcrest special school, Crumlington, have both been prevented from applying for the headships at their schools under a policy agreed with teacher unions over 20 years ago. In both cases the school governors have stepped in on their behalf, only to be told that no exceptions can be made to the rule.

The rule, which has been periodically reviewed and reaffirmed by local teacher unions, is designed to encourage movement of staff between the many small schools in the county. It does, however, apply to all schools in Northumberland.

"We take the view that it is in the interests of new blood and new staff, and is a way of widening opportunities," said Mr Michael Spicer, deputy education officer.

Other authorities operated "ring fences" - excluding candidates from outside the area - and other controls over appointments. This was the preferred system in Northumberland.

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Governors protest at policy on appointment of heads

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THE TIMES SUPPLEMENTS' REPRINT SERVICE SCHOOL VISITS

In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.

This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please), to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC4M 4BX.

Unqualified candidates produce good results on BEd course

Concession students do well

by Bert Lodge

Research has shown that candidates allowed on to teacher training degree courses without the required qualifications do better than those with O and A levels.

Newcastle University school of education researchers monitored 1,707 students who started the BEd course validated by the university in several colleges between 1965-78. Of these 109 did not have the statutory qualifications.

The concessions these students received ranged from those with not enough O levels, but who were strongly recommended by the colleges, to mature students, usually over 25 years old, with no recognized qualifications.

From both categories, the qualified and the unqualified, 26 per cent withdrew from the degree course before the final examination, 8 per cent and 6 per cent respectively withdrew before all possible re-examinations were completed and 2 per cent of both groups failed.

This meant 64 per cent of the qualified and 66 per cent of the unqualified were awarded a degree.

Among those who took it as a general degree on which honours could be awarded, 20.3 per cent of the qualified gained honours compared with 26.9 per cent of the concession group.

Writing in the *Journal of education*

for teaching, Mr Colin McCabe, senior lecturer in the school of education, says: "On this evidence candidates entering a pre-service degree course in education without full matriculation qualifications, but having convinced college interviewers they are worthwhile, are as good as almost anyone else. They may not provide the highest-fliers but their success rate has been slightly higher than that of the normally qualified."

Journal of education for teaching, vol 9, no 2, Methuen & Co subscriptions dept, North Way, Andover, Hants. Individuals £16, institutions £20.

CDT sex equality campaign to start with staff training

by Diane Spencer

The Equal Opportunities Commission is to carry out a formal investigation into teacher training in craft, design and technology.

This comes after publication of a report by an EOC working party which called for urgent measures to ensure that girls took up CDT subjects. The report identified the lack of women teachers as an important factor.

Lady Platt, chairman of the EOC, and Mr Michael Fuller, a commissioner, will conduct the investigation which will begin in September. The EOC says it is not alleging that anyone has acted illegally, and is asking for the cooperation of teacher-training institutions.

The report of the working party, published last week, makes 40 recommendations aimed at teachers, careers officers, education colleges and local authorities. Of the pupils taking CDT subjects at O and CSE levels in 1979, only 2.45 per cent were girls.

The EOC says that CDT courses are important because they not only teach practical skills but improve a pupil's ability to solve problems and prepare him or her for life in our technological society.

The report, the result of a working party set up by the EOC 18 months ago, says:

- CDT teachers should provide a common course for girls and boys up to the age of 14;
- Women engineers or technicians should be encouraged to visit schools

to provide "role models" for girls;
- Education authorities should make sure that none of their coeducational schools restricts CDT studies to boys and home economics to girls, and they should provide opportunities for women to retrain as CDT teachers;
- Careers officers should not channel girls into traditional jobs;
- Girls should be given the same opportunities as boys to go on industrial placement or visits.

Teachers must be aware of the "hidden curriculum" in school which supports sex stereotyping, says the report. "The underlying assumption that CDT is a 'male-only' activity can unintentionally be reinforced in the language used in the workshop."

Avoid using phrases like "Would one of the boys show these girls how to set about this task," or "I need four strong boys to carry this equipment," the commission argues.

It deplores the fact that some men teachers have low expectations of girls in these subjects and are frequently patronizing. The outlook is bleak if teachers in training are not alerted to the problems of girls being grossly under-represented in CDT, it adds.

Report of the working party on equal opportunities in craft, design and technology, available free from the Publications Section, EOC, Overseas House, Quay Street, Manchester, M3 3HN.

Ombudsman tells ILEA to apologize

by Biddy Passmore

The local Ombudsman has told the chairman of the Inner London Education Authority to issue a public apology for the authority's behaviour over a claim for recognition by the Association of Polytechnic Teachers.

Dr David Yardley, Ombudsman for South-East England, says in his report that a letter written to the association by Mr Neil Fletcher, chairman of ILEA's further and higher education subcommittee, was "not only offensive, but prejudiced the issue according to his own views."

Mr Fletcher had told the APT,

without referring the matter to officers or other members of the committee: "I do not believe any benefit would be served by granting recognition to [you], and I would advise any member of staff contemplating joining your organization seriously to consider whether their interests can be protected or represented in any significant way by membership of such a misbegotten and unrepresentative association as yours."

The Ombudsman says this letter, combined with an earlier clerical error which meant the original letter from the APT went unanswered, amounted

to maladministration causing injustice. But he adds that the injustice was not as great as it might have been because the polytechnics, not the ILEA, were the direct employers of the association's members.

He recommends that the chairman of the authority (now Mr Gerry Ross) should make a public apology to the association.

This week, an ILEA spokesman said no decision would be taken on whether to issue an apology until the authority started its new cycle of meetings in September.



Professor Sir Douglas Hague (pictured) is to be the new chairman of the Economic and Social Research Council (the re-named Social Science Research Council). Sir Douglas, who is 56, is an economic adviser to the Prime Minister. He was a founder member of the Manchester Business School and is now head of the strategic unit at the Oxford Centre for Management Studies. He succeeds Mr Michael Posner, who has been the council's chairman since 1979.

Adoption of code would prove a vital advance in professionalism, says paper

Enforceable code of conduct urged

by Bert Lodge

A code of conduct for teachers, enforced by an ethics committee set up by the unions, has been suggested by a professor of education in a discussion paper from London University Institute of Education.

Professor Hugh Sockett, of the East Anglia University school of education, argues that the adoption of a code would be an important advance in professionalism. It would include rules on classroom practice, pastoral care, general teacher behaviour and the conduct of schools.

It would forbid "frequent disciplinary interventions directed at an individual child in class teaching," and the use of "unofficial physical sanctions". The code would insist that teachers always be punctual and "models of interpersonal behaviour and responsibility for the school." They should seek wherever possible to give children responsibility for the care of books, papers and other school property, and should expect their pupils to succeed in examinations and make them aware of their high opinion of them.

One way of enforcing the code would be for the teacher unions to go beyond the present perceptions of a

general teaching council, and under administrative law set up both an ethics committee to monitor and develop the code and a disciplinary committee to deal with cases put before it in tribunals.

"Such a development would have to carry with it the ultimate sanction, namely the removal of the licence to practise as qualified teacher, even if formulated as a recommendation to the Secretary of State."

Pointing to the growing demand for teachers to be more accountable, the paper argues that the adoption and enforcement of a code would be a form of self-accounting. In any case, it would amount to hardly more than codifying what are already the habits of the best teachers.

It would also contribute to the content of teaching. "For instance, the teacher who is punctual and who apologizes to a class for an occasional lapse is showing children that this is, for him, good behaviour."

Is teaching a profession? Bedford Way Papers No 15. Tinga Tinga, Darby House, Bletchingley Rd, Merstham, Redhill, Surrey. £1.95.

New chairman

The new chairman of the Conservative-backed education committee is Mr David Madel, MP for Bedfordshire SW. Like his influential predecessor, Sir William Van Straubenzee, Mr Madel is on the "wet" wing of the party.

His vice-chairmen are Mr Alan Haselhurst, MP for Saffron Walden, and Mr Harry Greenway, MP for Ealing North, a former deputy headmaster. The committee secretary is Mr Richard Ryder, the newly-elected MP for Mid-Norfolk, who used to work in Mrs Thatcher's private office. All were elected unopposed.

Business sense

All children should be taught the value of business enterprise but schools should not try to nurture a select group of potential entrepreneurs, the Society of Education Officers says in a paper on education and industry.

Education is seen as important in developing the attitudes and skills that encourage the emergence of enterprise in its widest sense. Education officers should help promote a coordinated national strategy towards this end.

SEO Occasional Paper 3, From: 5 Bentinck St, London W1 2sp plus postage.

In brief...

Girl dies

A 13-year-old girl whose skull was pierced by a javelin at her school sports day has died in hospital. Samantha Atherton never regained consciousness after the accident at Wirral Grammar School for Girls, Bebington, Merseyside. An investigation into the accident has begun and its findings will be reported to Wirral Borough Council.

Project stays

The Schools Council "disruption in schools" project is to live on in Manchester, as a result of a £9,600 grant from the local education committee. The project, which had been due to disappear with the Schools Council, will now be run by a local group from the inspectorate, child guidance service, and other officers.

£130,000 appeal

The British Deaf Association has launched an appeal to raise £130,000 to allow a deaf person to take up a research fellowship at Durham University. The fellowship will act as a memorial to the association's late general secretary, Mr Allan Hayhurst.

Shire spending

The number of shire counties who have been given cash increases of less than 2.5 per cent in next year's spending targets is 12, not 24 as stated on page 5 of last week's TES.

MEP appointment

John Coll has been appointed manager of a new educational software unit on a Microelectronics Education Programme. He is a former education manager at Acorn Computers and a founder of MUSE.

Software cash plea

by Carolyn O'Grady

Teachers need more money for software and the knowhow to enable them to choose the right programs, according to Mr John Anderson, deputy director of the DES-funded Microelectronics in Schools programme (MEP).

"Enough software was being produced," he said, "but teachers did not know how to find good programs or to judge them. The problem of providing the skills needed was primarily one of in-service training. The MEP needed to develop appropriate courses and materials."

Mr Anderson was speaking recently at the annual conference of MUSE, the national organization for teachers interested in computing.

There were now more than 200 commercially available programs and

250 more were in the pipeline; 25 major publishers were now involved in producing software, he said.

The MEP was trying to base information on software available at its regional centres, where copies of programs were held, together with information.

Mr Anderson said publishers were now happier to entrust copies of their software to MEP centres, after an initial reluctance to do so because of fear of piracy.

It is now thought likely that the Department of Industry will announce plans to subsidize software for schools this autumn, and that the money will be given to schools to choose whatever programs teachers want. The scheme may extend over two years.

Salaries take largest slice of spending cake

Just over half of local authorities' spending on education goes towards teachers' salaries, according to the latest statistics from the Department of Education.

The local education "cake" divides up as follows: 64.3 per cent on salaries, of which 51.3 per cent is absorbed by teachers; 9.9 per cent on buildings and fixed plant; 9.3 per cent on fees, students grants and allowances; 7 per cent on "other educational expenditure"; 6.7 per cent on school meals and milk; 2.1 per cent on equipment; and 0.7 per cent on books.

In all, local education authorities' current spending on schools, colleges and student grants was £9,200m in 1980-81. Central Government spent £1,000m on education - mostly on universities - and capital spending amounted to some £650m, giving a total for education in England and Wales that year of £10,900m.

In cash terms, that figure had risen from £2,300m since 1970. Even at constant (November 1981) prices total spending had risen from £10,000m to £12,200m over the decade although the high point was reached in 1976-77, when it stood at £12,300m.

Against a constant price base by about £70 (from £540 to £610) between 1979 and 1980 and per secondary pupil under school-leaving age by about £40 (from £780 to £820). But it dropped sharply for pupils over school-leaving age, from £1,440 per pupil in 1979 to £1,390 per pupil in 1980, reflecting the sudden surge in the staying-on rate.

Maintained schools accounted for 37.8 per cent of the total education budget, of which 30.4 per cent was absorbed by secondary schools, 23.2 per cent by primary schools, 2.9 per cent by other schools and only 0.3 per

cent by nursery provision. Post-school education took up a further 22.9 per cent (universities 9.8 per cent, further education 13.1 per cent).

Student grants consumed nearly 10 per cent of the education budget; the school meals and milk service, and central administration got just over 4 per cent each and the youth service, aptly dubbed the Cinderella of education, got only 1.4 per cent.

The United Kingdom consistently spends a higher proportion of its gross national product (GNP) on education than France, West Germany and Italy; the spending bulletin also shows. But it spends less than Denmark and the Netherlands and since 1975 has spent less than Belgium and Ireland.

In 1978, the last year for which comparable figures are available, Britain spent 5.4 of its GNP on education, compared with 5.3 per cent in France

and 4.6 per cent in West Germany and Italy. The Netherlands spent 8.3 per cent and Ireland 6.3 - but Greece was bottom of the European league, at 2.3.

Between 1970 and 1980, education spending in Britain was highest as a proportion of GNP in 1975, when it stood at 6.3 per cent. By 1980, it had fallen to 5.5.

These figures are taken from the 1982 Statistical Yearbook of UNESCO (United Nations Educational, Scientific and Cultural Organization). But the Department of Education gives a warning that valid international comparisons are difficult to make because of the different systems of education.

DES statistical bulletin 10/83. *Finance*

Biddy Passmore

Professionalism in 'a mad helter-skelter'

Six months after HMI started publishing their findings Virginia Makins asks heads what they think of the inspection system

It is six months since HMI reports went public, and the inspectorate is polishing up its first six-months summary of what it has found. Meanwhile, *The TES* has been finding out what some of the heads who have been first in the firing line think about HMI.

We concentrated on secondary heads, since they are by far the most exposed by the new policy: the demands made upon them, by HMI as well as the public, are infinitely more complex and contradictory than the demands made on primaries.

Six of the heads we contacted were pre-empted to talk, though three preferred to stay anonymous. Four ran large comprehensives and two sixth-form colleges. All started by saying that they had fair reports, and praised the professionalism and sheer hard work of the HMIs.

"It was a thoroughly detailed and professional business, and left one with a sense of fairness on all judgments that had to do with the quality of teaching and learning," said one.

Michael Duffy, head of King Edward VI school, Morpeth, said: "We learned a great deal and got some useful ammunition, not least on resources and staffing levels."

All of the heads felt that the inspections - even the full inspections, where 16 or so HMIs descend on the school for a week - were "rush jobs". The inspectors arrived on Monday - most by lunchtime, the odd one a bit later. Most had done their homework, reading the piles of paper produced by the school - but, according to a couple of heads, one or two had not.

The inspection proper went on until Wednesday. Thursday and Friday were what one head described as "a mad helter-skelter of reporting back". The subject HMIs made their reports to the reporting inspector in charge, who in turn passed on the gist to the head.

A more formal verbal report to head and governors came a few weeks later. Publication could be delayed for months: one college, inspected early this year, has still not seen the written report. "The delay means the report has lost most of its impact: we've had staff changes and staffing cuts, and budgets have been fixed for next year - ammunition the report would have given us will come too late."

Inevitably, the two or three days of actual inspecting felt a bit random to staff: "Some teachers were followed round like sheepdogs, others hardly saw an HMI". At the only school in our group which had a "short inspection" - four or so HMIs for less than a week - it felt even more random. "Half the staff didn't see an HMI", said Alan Brown, head of Len Manor High School in Luton.

He, like the others, found the process extremely helpful - particularly as the HMIs came back to the school to work with some departments, at his request. But he wondered if the results of a short inspection were worth publishing.

All the heads felt that the subject-by-subject assessment of the specialist HMIs, which make up the backbone of a full inspection, were both accurate and useful. But the specialist focus had some unfortunate side-effects.

"The subject HMIs sometimes behave like over-possessive heads of department. They ask why does my mathematics or my history spread so much time teaching outside the department?" Stuart Nicholls, principal of Peter Symonds sixth-form college in Winchester, said "When you're trying to build up non-exam courses, and advising your teachers to broaden out, that approach doesn't help."

Another head said: "They argue the case for more resources in their own subject, but they don't suggest how resources might be differently distributed to provide them. Perhaps that's their code for saying we don't have enough resources. But it's not very helpful."

Another side-effect was that "things which do not fit easily into subject categories get overlooked or under-emphasized". The two heads of community schools told that the community side, which they considered a

crucial part of the school, was ignored.

"They neglected the community and adult side," said Michael Duffy. "They also neglected our personal and vocational education core - where we had hoped for positive guidance. I would have welcomed more emphasis on things outside the traditional subjects - it would have helped staff who have always measured performance in terms of academic subjects to see things more globally."

All the heads were cross about the difference between the verbal report, and the one that was eventually published. Departments which the verbal report called "outstanding", or "excellent" became merely "successful". The staff in those departments might have been more receptive to the criticisms made of them if the outstanding had stayed in.

More annoying still, tough criticisms of weaker departments, which heads hoped to make good use of, disappeared - or "were rather well concealed" - in the published reports.

In two cases, straight factual inaccuracies also reduced the report's impact on the staff. HMIs reported that very few girls at King Edward VI, Morpeth, studied science and gave figures. The figures were wrong.

At Peter Symonds, HMIs greatly exaggerated the numbers of students asked to leave the college, and gave figures on library stocks that were misleading. It didn't help that, in both places, the press picked out the inaccurate figures and highlighted them.

The heads were much more divided over the value of the HMIs' judgments on management. "A useful management audit, updating us on new ideas - the systematic nature of the exercise was very helpful", Stuart Nicholls said.

But another felt that the inspection of his management was weak. "Of course they can get a lot off the staffroom and office walls," he said. "But management consultants don't just record who strolls round wearing important labels - they see how they spend their time."

Another wished "they could give more time to relationships, and how the school is thinking through things that can't be shown on paper." At one school, a new management system that had been in operation for a year, and "needed time to grow", was said to have been criticized in a rather destructive way.

All the heads who had experienced previous inspections felt that the HMIs had grown "more hard-nosed and inspectorial". The old style - "making the inspection a learning experience for the staff", as one described it - had not entirely disappeared, and the HMIs were prepared to give help when asked.

But the main purpose seemed to be changing: "Where they used to be talking to the school, now they're talking to the local authority and the public - particularly in the written report," said one head.

Heads would also like the HMIs to come cleaner about some of the

contradictory demands in the reports. They liked the way the HMIs documented staff and resource shortages and difficulties. But they still went on to call both for better and more balanced general education, with careers, health, religion and so on, and for higher exam standards in specialist subjects.

They criticize "didactic teaching", but go on to praise good O level results in departments that use it. They demand more courses and resources for the non-academic sixth-formers - and better teaching and more general education for the A level lot. "Perhaps the six months report will help establish some priorities", said one head.

In spite of these reservations, the heads were all pleased with the new publication policy - at least for full inspections.

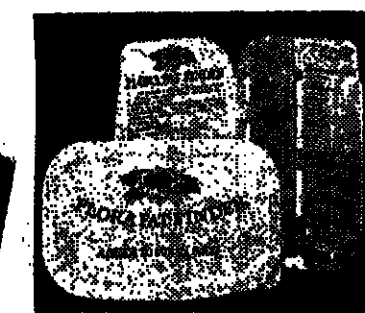
"I'm damn glad they're publishing", Stuart Nicholls said. "But I fear that these inspections are rush jobs on which edifices will be built by politicians, and judgments made."

"We got a lot of encouragement, especially where changes have been difficult and even anguished", said Michael Duffy. "But we felt that the school had not really been described."

The Flora guide to health and diet.

The Flora Project for Heart Disease Prevention has produced this material with the help of specialists in the field of heart disease.

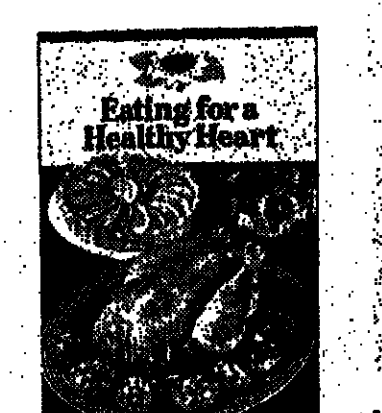
It is designed to help those involved in General Health Education, Food & Nutrition and related subjects, explain the role of fats in health and diet.



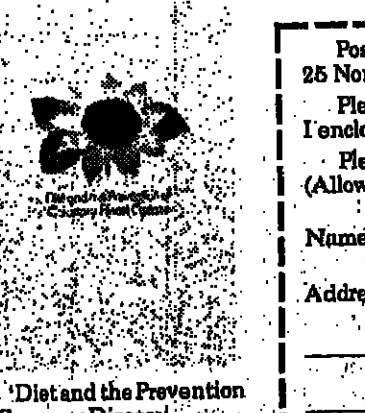
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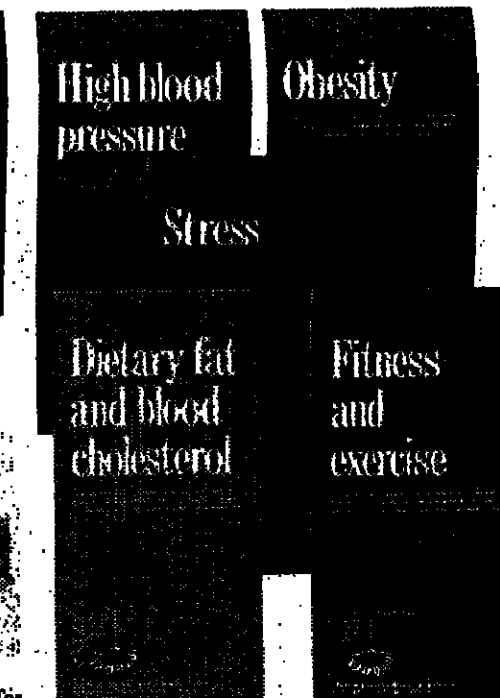
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PRIMARY

Chris Ferner listens in as children give their impressions of the world for a new TV series

Suffer the little ones to enjoy the right of reply

From out of the mouths of babes . . . A Canadian television team has been talking to London children this summer, as part of a project to present a refreshing, child-eye-view of the world.

John Kastner and Bill Hartley, the producers, who have made many programmes for the Canadian Broadcasting Corporation, visited several London primary and junior schools in the second stage of making a pilot show for a television series to be called *Just Kidding*.

"They had already filmed interviews with children around Toronto, and after London did the same in New York."

In the programme, John Kastner asks the same questions of children in the three countries - questions about social customs, specifically religion, marriage and government.

"That we are looking for humorous ideas, not shouting a social document," he said.

You might be forgiven for wondering if his intentions are not more serious, as he has won two Emmy television awards, in 1978 and 1980, for the best international documentary, both on cancer-related subjects.

The idea for *Just Kidding* arose from some of his other work. Interviews with children for other programmes were edited together and the effect looked good enough to base a new series on. John Kastner explained. They liked the idea of doing a *Candid Camera* for children, and wanted to make it international to show more comparisons.

If all goes well, *Just Kidding* will be back to do more shows in other British schools, although London schools are being used for the pilot. In addition, the producers hope to go to other countries - Australia, perhaps, or Japan.

The children are interviewed by John Kastner, who is also an actor and from a Canadian theatrical family. He starts the conversation but lets it go where the child takes it, and looks for imaginative, talkative children. London youngsters have not disappointed him.

"The English children are more articulate than I find in North America," he said. "They have the mental discipline to finish their sentences. I also find they have a *jeu de vivre*; they are full of beans. Some North American children, whose parents were part of the 'me generation', seem so satiated



The things children say . . . Canadian television producer John Kastner at a London primary.

and bored. I've been to schools there where I could get nothing out of anybody."

One of the surprises for him has been that few English children know "God Save the Queen". One of his questions has been to have children sing and interpret their national anthem, be it "Oh Canada", or "The Star Spangled Banner". A typical response in a London school was a

child singing the words "God Save the Queen", followed by some monotonous humming. "Why do people sing 'God Save the Queen'?" John Kastner asked. "Because she was in trouble and God saved her", the child replied. All John Kastner could say from this exchange was that British children always have a go.

Interviews are only part of the show. The producers plan to set up

some *Candid Camera* style hoaxes for more fun.

Often a question from John Kastner gives a child his or her first opportunity to think about a subject, such as the boy who was asked where one should go to look for a marriage partner. He replied that one should knock on the doors of flats or bungalows, because single people were more likely to live there than in houses.

Mud pies missing for mathematics

by Virginia Makins

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Dispatch Centre, Honeyput Lane, Stanmore, Middlesex HA7 1AZ. Also available from H.E.S.

ability and maturity in children, the cleverest of whom needed more challenging work.

Happisburgh Church of England First School in Norfolk managed to provide a broad and generally well-balanced curriculum for its 28 children, with one full-time and one part-time teacher. (The part-time teacher helped by working one afternoon a week on a voluntary basis.)

Both language and mathematics work were good, and it was systematically extended through well-planned topics. These were pursued in some depth, and children were encouraged to make choices, discuss their work, and acquire skills such as mapping and understanding of chronology, and the use of evidence.

Parents were welcomed into the school to help with varied activities, such as cooking, art and craft, and reading, and the teachers were working on further development and coordination of the work, and more continuity in topic work.

A broader and more varied curriculum was recommended for Park Lane JM and I School in the London borough of Brent. The school takes 297 pupils, more than half from Asian families, and more than a fifth from families of West Indian origin.

The staff covered a good balance of interests and expertise, and had gone in for a lot of in-service training, including school-based work. The HMIs suggest that teachers with special responsibilities could do with

more chances to help with the planning of work and resources, and that the work needed to be extended to give children more chance to learn through observation, investigation and participation.

Most classes taught subjects such as history, geography and science separately, although time on them varied from class to class. The school's curriculum guidelines had little influence on the work done. The diversity of approaches to different subjects meant that the work could lack progression.

A wider range of resources for art, craft and science would help encourage more adventurous and imaginative work in art, and more investigation in science.

Most children made satisfactory progress in language and mathematics. There was a lot of textbook work, and more work requiring children to investigate and think for themselves would enrich language development by giving children something interesting to read, write and talk about. The textbooks made for order and some progression, but also hindered the development of more varied and challenging work.

The teaching of reading was based on one scheme, and there was no explicit system to get children reading more widely. The HMIs did not see much reading for reference or for pleasure. In maths, children needed more chances to apply the skills they had learned in mathematical investigations.

The school had a tradition of musical and dramatic performances, and the HMIs saw some good singing and instrumental work. They hope that as well as rehearsing for sophisticated performances, children get chances to compose and experiment with music.

Teachers have recently been considering Brent's new statement on multicultural education, and the HMIs suggest this might lead to more use of the pupils' different backgrounds to enrich and broaden the work of the school. The school's work of the school in Bedworth, Warwickshire, is "a good school making a considerable

impact both socially and morally, as well as providing sound education in most areas of the curriculum". HMIs say.

The head was "vigorous and effective", and the children - 118 of them, mostly coming from a local authority housing estate - were "lively and responsive".

It was a well equipped and attractive school, with a courtyard rose garden, trees planted by the children, and a burglar alarm to discourage vandalism. The staff worked as a team: all had special responsibilities and on Thursday afternoons they worked as specialists with mixed-age groups.

Standards in reading were "reasonably good", and in writing more could be expected of seven and eight-year-olds. Mathematics started with plenty of practical experiences, and "no undue haste towards formal recorded work": at the top of the school "the pace of work is brisk and suitable" but uneven. The HMIs suggest that standards of work in different classes lowered the level of work of the oldest children.

The approach to topic work was "enthusiastic and wide-ranging", but the HMIs feel it could be pulled together and planned to ensure progression. The way art and craft were linked with other subjects is praised, and the standards reached by children using a variety of media were high.

Children received adequate experience of listening to music, and in singing, dancing and music and movement. But they needed more chances to improvise and experiment with a variety of instruments, and listen critically to music they created themselves.

Individual lessons in PE were mainly well-planned, but guidelines would make for better coordination of the work. Children could do with more positive teaching to improve their performance.

Relationships were excellent, and several parents helped in the school. The children were well prepared for transfer to the middle school, and close contact was kept after they had moved on.

NEWS

David Lister reports on the theory that differences in school uniform encourage sexism

How skirts can discriminate against girls

Is school uniform sexist because girls wear skirts and boys wear trousers?

The answer is an unequivocal "yes" according to psychologist Dr Sue Margrain, who says: "Today many girls never wear a skirt outside school and feel uncomfortable in them. Yet for their working day in the hub of the socializing process that is their school, they are required to wear an often cold and restricting garment in which they cannot identify themselves."

Writing in the journal *Education*, she goes on the claim that skirt and trouser uniforms are the perpetuations of different sexes are traditionally dressed in and the "implications of sex-related differences in dress at school are that it encourages pupils and staff to regard and treat boys and girls differently. In fact, it sanctions different behaviours and attitudes to children based on sex and may be a source of discrimination."

Exploring the teacher's psyche, Dr Margrain concludes that senior teachers (usually men) recognize boys' clothing to be like their own and are unconsciously orientated to discriminate against girls, who dress differently.

Less controversially, she adds that even on health grounds skirts discriminate against girls. "Knit socks and bare legs are colder than trousers, especially now when heating in schools is often reduced as an economy measure. Skirts are also sexually provocative," she says, "and increase girls' vulnerability."



Her theories on differences in school uniform have produced differing reactions in the educational hierarchy. NUT executive member Daphne Holloway largely agrees: "I think a girl who feels right in jeans must feel discriminated against if she has to wear a skirt at school. Most school uniforms will be much closer to what a boy wears out of school than what a girl wears."

John Swallow, the current president of the National Association of Headteachers, describes the uniform theories as nonsense, adding that many of the girls at his Essex comprehensive wear trousers and as far as he is concerned, "the boys can wear skirts if they like".

But as Dr Margrain explains, not all girls have such lenient headteachers. Indeed, legally, heads can compel girls to wear skirts.

As Dr Margrain points out, attempts have been made to get schools with traditional uniforms to allow girls to wear trousers as an alternative to skirts on the grounds that skirts are not as protective as trousers especially in winter.

Back in 1954 Eva Spiers, a schoolgirl at Warrington Secondary School, who had had rheumatic fever and was advised by her doctor to keep warm, went to school in jeans. When she was repeatedly sent home for not being properly dressed her father was fined ten shillings by the county magis-

trates. Mr Spiers appealed to the West Derby Quarter Sessions and had the conviction quashed.

The Appeal Committee believed that the parents were acting reasonably in the interests of the child. But the local authority was not prepared to have its discipline overturned by a parent and took the case to the Queen's Bench.

Lord Chief Justice Goddard said the head of the school "has a right and the power to prescribe the discipline of the school". The headmistress concerned was told: "We hold that she was not only within her rights but that it was her duty". Thus since 1954 when this judgment was made it has been the law of the land that girls can be compelled to wear skirts to school.

This decision allowing headteachers to enforce clothing requirements at school is supported by case law outside education. Under the sex discrimination legislation, employers and businesses are allowed to dictate standards and styles of dress for their employees and customers which can and do involve distinctions between the sexes. Judicial opinion is therefore against schoolgirls successfully proving discrimination.

However, Dr Margrain believes that a legal challenge to girls' uniform may once again be on the horizon. She sees significance in the law lords' judgment that a Sikh boy's headmaster had indirectly discriminated against him by not allowing him to come to school in a turban.

It might not be quite so easy to

prove indirect sex discrimination on the grounds that school age girls usually choose to wear trousers outside school as a part of their current pattern of behaviour, but in Dr Margrain's view, a school regulation forcing girls to wear skirts could be seen as a practice having a disproportionate adverse impact on girls as a group.

An EOC spokeswoman said: "Our view is that it is unlawful to require girls to wear skirts and forbid them to wear trousers, and we are interested in hearing from schoolgirls and their parents who feel strongly about this".

No cases involving schoolgirls have so far been brought to court by the EOC. One of the reasons is that parents are loath to involve their own children in litigation. But the commission not long ago had a complaint about a Leeds secondary school where a parent said that wearing a skirt was impractical for her daughter who had to go on field trips and also suffered from the cold. The school had allowed girls to wear trousers to school but then made them change once they got there. The EOC saw this as discrimination.

As a result of the EOC pursuing the case, the school changed its rules and Leeds Education Department sent a letter to all its schools which did not actually tell heads to allow girls to wear trousers but said that it would not assist schools any more which had complaints made against them on these grounds.

Dressing up uniformity, page 11

SPORT

False alarm over 'deadly' chlorine

by Bert Lodge

Hot days and holidays, and the youngsters grab a towel and are off to the swimming pool. And although verrucae and foot-nail are occupational hazards, not much is picked up in the water.

Because of the chlorine? No, despite it, insisted one anonymous expert in the Sports Council's magazine, *Sport and Leisure*.

He started off determined not to be ignored: "Chlorine gas is a ghastly substance. They used it in the trenches during the First World War, and the slightest whiff will first paralysise and then kill . . . And yet to this very day we are using it in vast numbers of our municipal swimming pools to chlorinate the water."

Reliance on the stuff means having to stock up with "deadly cylinders of chlorine gas which have to be stored and treated with the same care as explosives and which, if not properly monitored, can let too much chlorine into the water with the result that everyone starts to get dizzy and black out".

But, he went on, one Leeds bath has put all that danger behind it, by installing "a machine called a sodium hypochlorite generator which manufactures and maintains a steady level of diluted sodium hypochlorite . . ."

"The immediate advantage . . . is that you do not get a great waft of chlorine when you walk in through the door; also in the absence of chlorine the water is much kinder to nose and throat membranes . . . and young bathers no longer have to wear goggles to protect their eyes."

People with letters after their names, mostly MIBRM (Member of the Institute of Baths and Recreational Management) lived in as one to sink the unknown know-it-all.

Mr R Hutchins, of Nottingham, "almost died with embarrassment for the author" on reading his "quasi-scientific half-truths".

"The anti-gas lobby has been extremely vociferous in the past but even it never stooped to using such blatant claptrap."

More temperately, Mr A Robinson, writing from Ayr Baths, thought the article a little unfair.

Mr Hutchins was able to point to at least one instance where plant failure in a system using sodium hypochlorite had put several children in hospital. "As for an excess of chlorine in the water producing blackouts, the paragraph is so over-written as to be laughable - this could equally occur with sodium hypochlorite but the probability of it occurring with either is remote."

Mr John Lamb, technical sales director of the Gloucester firm, Complete Pool Chemicals, explains in the current issue of the magazine how the misunderstanding arose in the first place. Chlorine is the disinfectant of swimming pools and will be for a long time yet. But there is a risk with using gaseous chlorine because the cylinders contain not a gas, but a pressurized liquid. And if there should be a leak or a pipe failure . . .

All the sodium hypochlorite generator does is to get the chlorine into the water in a different way. But it does the same job once there. And if there should be an absence of chlorine smell it is, as Mr Hutchins points out, far more likely to be the result of better controlling and monitoring equipment, installed at the same time as the generator.

However, well or ill informed the originator of the correspondence may have been, the Department of the Environment has recommended swimming pools be gaseous chlorine. Nevertheless, the impression of lies, noise and faintly chlorinated air will still be waiting for the customer this summer.



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SCHOOL TO WORK

At the double . . . jobless leavers fall in eagerly for Army scheme

Recruiting offices are being flooded with unemployed youngsters who want to do a year's military training under the new Armed Services Youth Training Scheme. After just over a week of recruiting, the Ministry of Defence believes that it now has nearly enough applicants to fill its first six months' quota of 2,000 trainees.

But recruits are anxious not to discourage further applications, because they know that a high proportion of the youngsters are likely to fail the necessary two days of physical and mental selection tests. The Services are using the same tests they apply to ordinary recruits, up to half of whom fail to reach the required standards.

The services have rejected the idea of dropping these standards for the unemployed trainees because they hope to use the scheme in the same way as many firms are planning to use the YTS - as a way of trying out possible permanent recruits for a year at the expense of the Manpower Services Commission (whose budget is funding the Armed Services scheme).

Army recruitment chiefs have used this aspect of the scheme to help overcome the reservations of some unit commanders towards the idea of having to switch training resources

needed for regular soldiers to coping with transient youngsters. The trainees are being spread around the training depots of the various regiments and specialist corps, who have been told that they cannot expect to get any extra staff or facilities.

But some extra accommodation, and possibly additional staff, are likely to be needed at the Army's recruit selection centre at Sutton Coldfield.

Edited by
Mark Jackson

The centre will have the job of testing all the potential trainees from English and Welsh recruiting offices.

It may also have to ask for more personnel selection officers to interview applicants, despite the Ministry of Defence's confidence that the Army can handle the new work with existing training instructors.

Sutton Coldfield will test applicants who get through the medical and preliminary tests at the recruitment offices. Potential trainees, the first batch of whom are due to arrive in a couple of weeks time, will be ferried from the station to the centre in an Army bus.



Training aim: a year in the Forces awaits unemployed leavers who pass the preliminary selection tests at Sutton Coldfield.

On arrival at the centre they will be briefed and allocated to a company of recruits.

Then they will be settled into their temporary home in a barrack room sleeping anything between two and eight boys.

The Women's Royal Army Corps is not yet ready to receive girls for training, although some are being taken on by the other two services.

Lunch (a choice of three main courses) will be followed by the first tests - an afternoon of answering multiple choice of questionnaires administered by a sergeant-instructor. They begin with a verbal reasoning test evolved by the Army's own

psychologists to replace the standard civilian tests. This will be followed by a two-part arithmetic-maths paper, a test of ability to understand and carry out instructions, and finally a test involving the linking of dominoes. After the evening meal the applicants will watch training films.

The second day is taken up with physical tests including a timed run and jumping, and then interviews with personal selection officers to discuss the kinds of army jobs which the applicant is suited for.

During the two days the applicants, although they are not yet under military discipline, are expected to march around the camp in squads.

Pressure for cheap training alleged

Local authorities are being pressed by the Manpower Services Commission to provide college-based places for the Youth Training Scheme at a knock-down price, according to the Association of County Councils.

The association has written to chief executives, warning them that the rate being offered has not been nationally agreed and it is a departure from the recommendations of the MSC task group which devised the scheme for the Government.

The task group envisaged that Mode B places - the ones which are to be provided by local authorities or voluntary agencies rather than by employers, and whose full costs are supposed to be reimbursed by the commission - would cost £3,000 or £3,500 each. But the association says that some authorities are now being offered as little as £2,210 per trainee by local MSC offices with whom they are negotiating.

Out of this, the authorities are required to pay the trainees their allowance of £1,301 a year and to provide off-the-job training and education. They are being offered a further £100 a year to take on the job of preparing programmes, recruiting trainees, finding them work experience placements, supervising and certifying them, and carrying out all the administration.

The task group's costings appear to have been worked out on the assumption that Mode B2 courses, those based on colleges, would offer up to six months of off-the-job training and education, and the MSC has since made it plain that it is prepared to pay for only 13 weeks of college instruction in most cases. But the association says that at the rates already agreed with the MSC, even this would come to around £700 per trainee.

And its officials argue that the cost of finding and supervising work experience is likely to amount to many hundreds of pounds more per trainee, rather than the £20 which the MSC is allowing as part of the £100 management fee.

They say that for many of the youngsters - who are often likely to be the ones rejected by employers themselves for the Youth Training Scheme - it will not be possible or suitable to find placements with firms, and that the authorities will have to provide expensive training workshops or some kind of simulated work experience for them.

The association's letter to chief executives alleges: "The corresponding Mode B2 schemes being operated for the most part by voluntary organizations are much more generously funded." It says that the association does not want to discourage authorities from negotiating with the MSC at any economic figure, but that it understands some costings have assumed a saving by substitution for ordinary FE courses which should not be taken into account.

Sponsorship is open with a bursary available for books. Three A levels are required, with maths and at least one science subject mandatory. Details are available from the Department of Textiles at UMIST, Leeds University or Leicester Polytechnic (PO Box 143, Leicester).

It is a serious indictment of our education system that schools can contract out of guidance. One headmaster in the Home Counties was asked if his school would be open during the holidays to advise A level candidates when the results were published. He replied: "Good heavens no, we would be inundated."

For his pupils and many others however, the Advanced Further Education Service will operate in August and September for those with A-level results problems and who need information about course vacancies. The first contact should be the local careers service.

Reform package injects \$800m into Californian school system

UNITED STATES

Charlotte Bayers on
reforms for California's
hard-up schools.

While the California community colleges are reeling from a budget cut of \$232m (£150m), Mr George Deukmejian, state governor, has signed a new law that provides \$800m for the public sector schools.

"The Governor is obviously cutting higher education to finance the lower schools", Michael Kirst, Stanford professor of education, said. "During the last two years, more than \$1,700m has been lopped off the state's budget for higher education."

As a result of the state budget and the new law, senate Bill 813 - called the education reform package - most of California's 1,042 school districts will receive more money.

The \$800m is expected to provide more discipline, better teachers, more tests and newer textbooks. Under the new law, outstanding teachers could be rewarded with merit pay and excellent schools could obtain special grants. Graduation requirements could be imposed for the first time for more than 10 years and districts could find it easier to suspend unruly students.

Most educators were enthusiastic about the reform package. "The results will show up very quickly", Hugh Friedman, president of the state board of education, predicted.

The package comes hard on the heels of the critical report by the National Commission on Excellence in Education, as well as one by John Goodlad, former dean of the Graduate School of Education at the University of California at Los Angeles. Both urged reforms in American schools.

The new law means that in order to

graduate students will have to study three years of English and social studies, two years of maths and science, one year of fine arts or foreign language, and demonstrate a knowledge of computers. These requirements will go into effect for students graduating in 1987.

Despite the new funds, the San José school district will remain bankrupt. Lillian Barua, district superintendent, said: "We projected a \$12.1m loss which accounts for our bankruptcy. We estimate that Senate Bill 813 will give us approximately \$4m which leaves us \$8m short."

"We are trying to reach agreement with our creditors by setting aside our union contracts."

She believes that San José school budget problems began with a 1970 ceiling on spending per pupil imposed by a former governor is President Ronald Reagan. The problems were compounded by a 1976 Supreme Court decision that financing schools with local property taxes led to inequity in spending per pupil. In addition, Proposition 13, the property tax cut, led to tremendous overspending, and top-heavy administration.

"Last and most important, we receive 70 per cent of our funding from the state. Because the state has had such severe financial problems, the schools are directly affected", Ms Barua said.

A dozen of the state's 1,100 school districts sent out a cry for financial help last January. Eight schools were able to prevent insolvency by cutting programmes extensively, closing schools and dismissing staff.

Four school districts borrowed a total of \$1.2m from the state at the end of 1982-83 to comply with a Californian law requiring a balanced school budget.



More beautiful: new uniforms in Peking

Dressing up uniformity

In Peking and other cities in China this summer, groups of girls and boys, neatly and stylishly dressed in white shirts and alforce blue tunics or shorts embellished with two white stripes, are dispelling the image of Chinese schoolchildren functionally and rather drably attired in unisex outfits.

The Chinese have experimentally introduced uniforms for primary and some middle school pupils. Strictly speaking they are not school uniforms - although they are worn there - but denote membership of the Young Pioneers, a kind of politicized scout and guide movement to which many Chinese children aged between seven and 14 belong.

The experiment is taking place in 10 cities which, as well as Peking, include Shanghai and Nanjing. According to an official at China's Communist Youth League, which

organizes the Young Pioneers, improved living standards have made parents "want to dress their children more beautifully".

As a result, the old blue trousers and shirts for both sexes have given way to the new garments which may be worn with the Pioneers' red necktie. Parents must "want" enough to spend about £2.50 each on their sons' uniforms, and £2.80 on their daughters' (China is a low-wage country where a typical industrial wage is a little over £20 a month.)

Another, rather more practical reason for introducing the new outfits is that they provide an outlet for China's productive textile industry. According to the official, "the chemical fibre industry has developed rather rapidly, and now has the ability to produce standardized uniforms for the children".

Jane Marshall

Standards swallowed by the language gap

HONGKONG

Honor Wilson on the
failure of English in the
classroom

In Hongkong most Cantonese-speaking parents choose to send their children to schools where they will be taught in English.

The Peking talks about the future of the colony notwithstanding, they feel that English will better equip their youngsters for adult life in one of the world's biggest financial centres.

Ironically, it is the British colonial Government here which must now try to dissuade them from this insistence. The gap between educational aspiration and reality has proved too wide.

In theory, Cantonese-speaking children sent to a school where English is the teaching medium should become bilingual. In practice, the standard of English among many Cantonese-speaking teachers is so poor that they use what has been dubbed here as "Chinglish" in the classroom.

Children are then said to leave school with a poor grasp of both English and Chinese. Language-dependent subjects such as history suffer too.

Two factors are blamed for this downward spiral in the standard of Hongkong schools. One is the over-whelming expansion of education here. It was only in 1978 that secondary education was made free - a year later, free and compulsory. The resulting influx of pupils beyond primary age obviously required massive recruitment of new teachers. The Government's "localization" policy meant their standard of English did not have to be high.

So while the demand for teaching in English rose, the ability to deliver the goods fell.

Recent events point to a change in the emphasis on English. An independent assessment of schools - the Llewellyn Report - has criticized the Government for failing to see the problems caused by using English in the classrooms of a Cantonese-speaking, and largely monolingual, society.

Most damningly, the report says: "The Government seems ill-equipped to either advise or even to know what is actually going on throughout the system."

It is recommended that all Cantonese-speaking children should be taught in their mother tongue. Any preference at bilingualism should be dropped. English should be taught in primary schools as a foreign language and only gradually, from the first year of secondary school, phased in as a teaching medium. By the third year it and Cantonese should be used equally in the classroom.

The force of the Llewellyn report has been greatly increased by the political storm it caused in Hongkong's Legislative Council.

The council is made up of official (government) and unofficial members appointed by the Government. One of the latter, Father Patrick McGovern, acting through the council, forced the Government to accept the report.

In fact the Hongkong Government will not have to change the law - there is no legislative control on the use of language in the classroom. Already they have shown themselves aware of the seriousness of the problem. Two years ago they committed HK\$320m (about £32m) on an education package to improve language standards.

But their main task now will be to change the minds of Cantonese-speaking parents - and persuade them that the best hope for their children is to let them be taught English for what it is here - a foreign language.

Stuart Little and Michael Corrigan are
editor and assistant editor of the EFL
Gazette.

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Careers Diary



by
Brian Heap

It is surprising how many sixth-formers want to go into accountancy, law or medicine, despite the warning signs - too many trainee accountants, the Law Society not happy to accept graduates with third class degrees and the increasing number of unemployed doctors.

These once-safe careers have had a good run for many years. This has not been the case with other occupational fields such as textiles. The ups and downs of the industry have had a considerable impact on the numbers of applicants for degree courses in the subject at Leeds University and the University of Manchester Institute of Science and Technology as well as on polytechnic and other courses. While in other engineering courses the ratio of applicants to places has been 4 to 1, for textile management at Leeds last year there were only about 60 applicants for 30 places.

Despite the public image, things are not quite as bad as they seem, particularly when leading companies are backing their judgment by sponsoring degree courses in textiles at Leeds and UMIST Manchester and at Leicester Polytechnic. These vary slightly but all offer BSc degrees in textile technology through four-year sandwich courses with one year in industry.

FRANCE

Michael Corrigan and
Stuart Little on
conditions for EFL
teachers

Lack of job security and a proper
career structure are the main concerns
of English teachers working in France.

A survey of EFL teachers' pay and conditions, conducted by Teachers of English to Speakers of Other Languages (TESOL), a professional association for EFL teachers, highlights the precarious position of many teachers in both the private and public sectors.

Many teachers, known as *vacataires*, have no contract, are paid hourly and thus have no guarantee of a regular monthly salary.

Many *vacataires* replying to the survey complained that although they are nominally protected by the law, enjoying the same rights as workers with temporary contracts, employers in both private language schools and in the *Grandes Ecoles* - France's prestige universities - can, in effect, fire teachers at will, merely claiming that there is no work for them to do.

Employers in the private sector argue that the law of supply and demand dictates that they maintain maximum flexibility of manpower. It

would not be cost-effective, they argue, to employ teachers all year round, when their schools are almost empty in slack periods.

The survey found that for teachers with permanent or temporary contracts, monthly salaries in both private and public sectors are roughly equal, despite wide variations in hours worked, contractual arrangements and conditions of employment.

Hourly rates, however, reveal that state teachers are paid 180 francs (£15.70), more than double the rate that their colleagues in the private sector receive (70-80 francs). Teachers working for private companies, such as IBM or Kodak, have the highest monthly salaries: 9,000 francs (£789). The average salary for private school teachers is 7,300 francs. State teachers earn an average of 7,600 francs.

TESOL emphasizes, however, that the survey was based on its membership, which is composed of teachers "from the top end of the market" and that these figures are most likely to be far higher than for the profession as a whole.

French nationals make up most of the 26,763 full-time and 3,022 part-time EFL teachers in the secondary system where English is the first foreign language studied by a total of 4,640,541 children. The number of teachers working in the private sector - an enormously complex system of private and semi-private teaching - is

unknown. But the vast majority are expatriates from English-speaking countries.

Broadly, the private sector falls into the categories of private language schools, schools run by large companies (such as Rhone-Poulenc or Kodak), independent groups of teachers operating on a cooperative basis and private educational institutes which provide teaching services for *formation continue*. This is a system whereby French companies are obliged by law to spend 1.1 per cent of their payroll on professional training for their employees.

A considerable number of companies - especially those trading in anglophone markets - encourage their staff to learn English.

The *formation continue* laws, introduced in 1971, heralded an unprecedented boom for private sector EFL. But the onset of the recession in the mid-seventies caused companies to allocate a greater percentage of *formation continue* monies to retraining their employees in new technology skills.

New laws introduced by the Mitterrand Government now mean that of the 1.1 per cent only 0.9 per cent is actually spent on training. The rest goes to job creation schemes. Fewer schools are now able to make money out of employees sent to language classes.

It is against this background that the

EFL teachers' unions have been doggedly campaigning for a statutory basic national contract, which would give teachers in private schools long-term contracts, fixed hours, minimum salaries, paid holidays and other improvements in working conditions.

The unions appeared to be on the verge of a breakthrough last September, when they managed to bring the employers' federation, CSN-FOR, to the negotiating table able to thrash out a national contract, known as the *Convention collective*. Agreement was reached on the need for the *Convention*, and on the major items in it.

But, at the last moment, the employers got cold feet, broke off negotiations and called for a complete re-think of the *Convention*, arguing that it would entail extra costs, which they could ill afford in the present severe economic climate.

The unions refused to consider re-drafting the contract and launched a propaganda campaign last autumn with selective strikes, demonstrations, and mass leafletings - but to no avail. The employers still refuse to negotiate on the basis of the first draft of the contract, and there is little prospect of an improvement in teachers' conditions in the foreseeable future.

Stuart Little and Michael Corrigan are
editor and assistant editor of the EFL
Gazette.

LETTERS

Overlooking the agony, auntie

Sir - One wonders what your article, "Dear Angela" (TES July 22) contributes to knowledge generally and education in particular. The article would seem better placed in the magazine source from which it sprang. In advertising the work of such "counsellors", you elevate them. Just what are their qualifications for the work they do?

Some intellectual pedigree is attempted by the article: we are to understand that Angela Willans is a humanist and that her work is informed by her "liberal-humanist convictions". If we are to take this seriously, then presumably liberal-humanism means one who suffers from a surfeit of probity ("reluctance to condemn" - hip; "prepared to stand up" - hip; "honest views" and "forthright stance" - hooray), and who - unlike those dogmatic moralists - realistically accepts "the world as it is".

This last claim is, perhaps, the most galling: for it is here that the facts so

manifestly betray her understanding of them. To take one example: she criticizes moral pressure groups, and patronizingly refers to their "simplistic, nursery fireside image of sex", designed to include only the "nice". She then presents us with reasons why people have sex: reasons which, if examined, suggest that not only has Christendom never existed, neither has Women's Liberation, nor indeed psychology. The reasons given are all "nice" - cosy, understandable, and justifiable. No mention of lust, pride, domination, ambition, revenge, perversion, and other such less savoury factors as often lead to intercourse. In truth, Angela Willans herself is the one who wants sex to be "nice", and so sells reality short.

But why bother with this? Isn't it "all a bit of a giggle"?

JAMES SALE
21 Wolsley Road
Freemantle
Southampton



Young lover: nursery fireside or dangerous tightrope?

Mechanistic sex

Sir - In "Dear Angela", Angela Willans once again launches into an attack on The Responsible Society for "refusing to accept the world as it is".

She is right. We do not accept with her equanimity the fact that this country leads the European divorce stakes and has increasing numbers of one-parent families and children in the care of local authorities. Nor do we accept as an indication of a healthy and stable society the growing numbers of attempted teenage suicides, abortions, venereal diseases and cases of cancer of the cervix in younger women resulting from premature sexual intercourse.

Angela Willans may be happy about the state of British society, the fruits of which she sees in letters of distress. We are not. And nor, from the number of letters we receive, are the vast majority of thinking people in this country.

We will therefore continue to press for sex education to be taken out of the mechanistic approach Angela Willans champions. We will urge for sex education to be placed in the context of mind, emotions and body to help children to understand the true meaning of love, marriage and family life.

VALERIE RICHES
The Responsible Society
Wickham
Milton Keynes

Race and vitriol

Sir - I am accused by Roger Robinson (TES, July 29) of being vitriolic, but I wonder whether the vitriol belongs to the accuser? For he claims that I am repetitive, yet every word of the article "The Geography of Race" was original and new.

He suggests that I should put my pen in its sheath - is this a form of medieval censorship? I have no sheath, and I still believe in the freedom of the pen - even when it leads to vitriolic and incorrect statements from Mr Robinson.

He asserts that my first textbook was less than perfect, and argues that other textbooks should, therefore, not be criticized. I would fully agree that the book was far from perfect. But why should one imperfect book prevent discussion of racism in textbooks? If books seem insensitive and insulting to certain people, surely it is important to discuss whether this is in fact the case?

I described the two books as "in every way above average: modern, detailed, popular, by respected authors" - high praise rather than vitriol, I would have thought. The carefully chosen words of the article sought to raise issues, not to condemn specific books.

I am alarmed that a leading teacher-trainer, whose work I greatly respect, is apparently unable to see that racism in textbooks is a matter of urgent, vital, concern.

DAVID R. WRIGHT
School of Education
University of East Anglia

Appearances

Sir - Mr David Wright (TES, July 15) argues, quite rightly, that textbooks should not describe racial characteristics in an "uncomplimentary" manner.

Adult neglect

Sir - I read with dismay (TES, July 29) that the Government is not going to set up a development council to replace the Advisory Council for Adult Continuing Education.

As a member of the present council I would like to express my grave misgivings that developmental work in this extremely important area of adult and continuing education will not receive priority.

Adult and continuing education needs a strong voice, and the black community's position within this sector also needs to be articulated forcefully. This is particularly the case because schooling in this country is failing large numbers of the black community, for whom adult and continuing education ought to offer a second chance to learn.

JAGDISH S. GUNDARA
Coordinator
Centre for Multicultural Education
University of London

Children's books

Sir - I am mightily impressed by such confabulation as the children's books editors of *The Times*, *The Guardian* and the *Evening Star* joining to sign a letter to you (TES, July 29). This said, the contents of that letter, as against the very accurate report of your correspondent, Aristides, are pure *Alice in Wonderland*.

We could not reveal our 1984 plans for the replacement of the Children's Books of the Year Exhibition with delicate negotiations were going on about it (between January and April we approached a number of publishers to see whether they would co-publish the catalogue with us). According to our correspondence the London Borough of Wandsworth is fully informed about the Children's Summer Fun Show (Aristides was perfectly accurate in the description).

We are not handing over the exhibition for the first time to someone else, since we have never ourselves taken part in the book selection; and all the reasonable, necessary processes of consultation with the book world take place in the early part of this year.

Last, I personally went to considerable trouble to arrange a meeting with the signatories to the letter you published, and they failed to turn up. In fairness, I should add that they cancelled the meeting the day before they were due to come.

MARTYN GOFF
Director
National Book League
Book House
45 East Hill
Wandsworth
London

Problem mode

Sir - I know I run the risk of appearing to quibble, but your "In brief" announcement (TES, July 22) about 'new courses for teacher trainers' on the special problems of working in multiethnic schools' sticks in the eye.

When are we going to stop occupying a multiethnic environment with problems? It is a crude association that does a great disservice to local authorities and schools, whose emphasis is more properly concerned with the richness of diversity. Too often we slip into a mode of expression and description which links uniformity with social harmony and diversity with conflict and difficulties.

Within our inner-city areas where most of the so-called "multiethnic" population lives, there are, of course, many problems - poverty, bad housing, racism and so on - but to acknowledge this is not to concede that in such areas schools are seen to be problem institutions because of the variety of cultures and races represented within them.

TONY LENNEY
Chief education officer
London borough
of Haringey

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Defending ILEA

Sir - I am writing in response to the "Platform" by Anne Sofer (TES, July 15) in which she discusses her ideas about the future of the Inner London Education Authority as a democratic body. She grossly trivializes the issue and totally underestimates the damage this Government intends to do to London's schools and colleges.

At a time when central Government is contemplating legislation to prevent an election from taking place, surely a fundamental attack against the political rights of all, Mrs Sofer indulges in weird thoughts leading to her BEAMs from another world. She ought to spend more time joining in the defence of basic democratic rights in this country.

The Government can't allow the next GLC elections to go ahead for the simple reason that it can't win them. The issue of the election will be the defence of local rights against centralized dictates and Labour will be in the

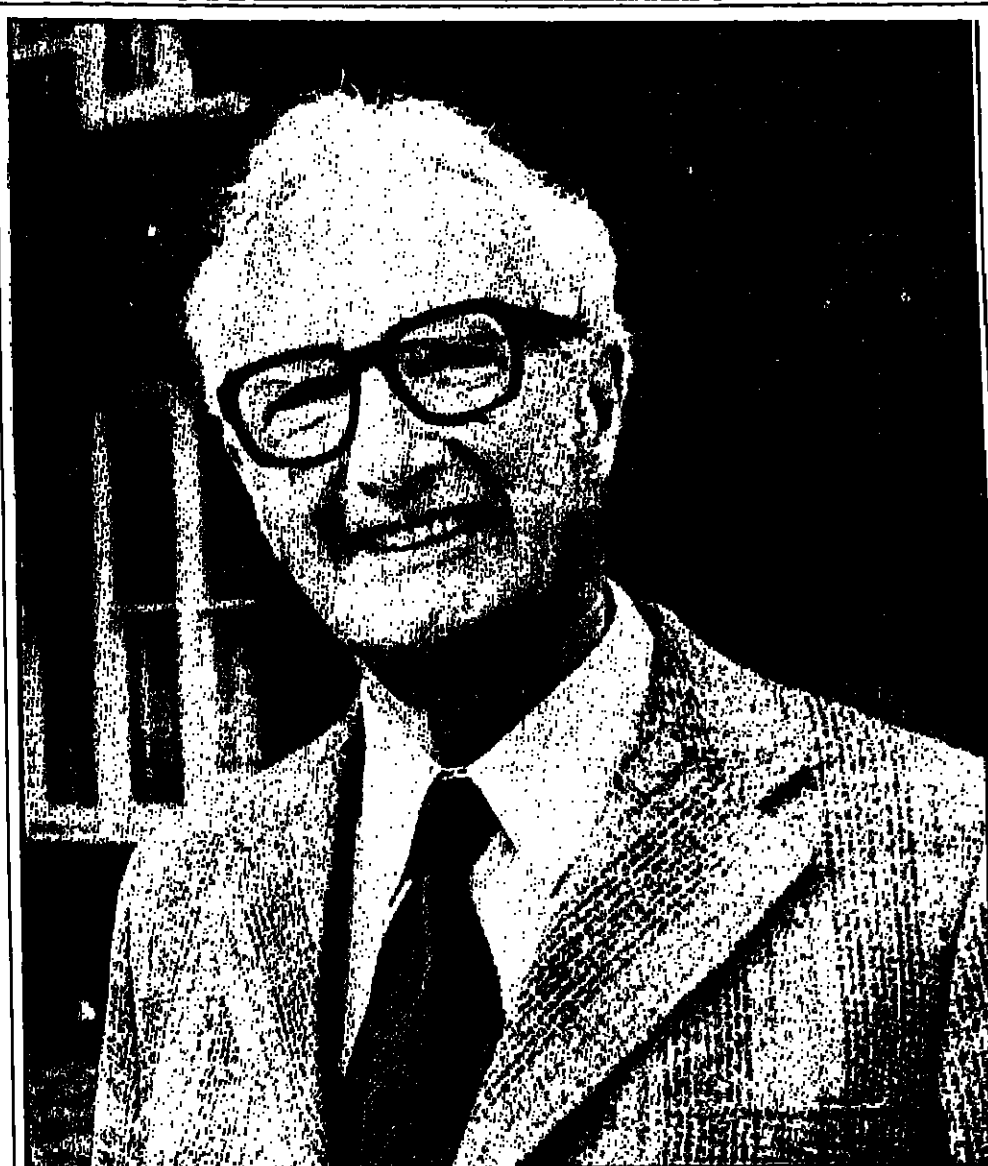
happy position of arguing the case for the defence.

At a time when central Government wants to lower spending, the existence of a generous I.E.A. concretely challenges its attempt to lower everyone's expectations. Mrs Sofer did not dwell too long on this either. As an ex-chairperson of the ILEA schools committee (until 1981) one would have thought that she would have been urgently concerned to defend the schools she led until so recently.

Defending the ILEA becomes a task not only for those concerned to see good quality provision for London's schools and colleges, but one in which all concerned with democratic rights ought to play a part.

STEVE COWAN
ILEA additional member
of the education committee
County Hall
London SE1

FEATURES



With the aid of an unpublished autobiography Charles Hannam traces the life and work of NBC ('Luke') Lucas, an outstanding teacher and former head of Midhurst Grammar School.

Luke's gospel

complete and successful man". He had to establish his own inner security which was founded on the belief that friendship mattered more than anything and that family ties could strangle as well as support.

I came to his school in Midhurst as a refugee from Nazi Germany in 1939. I had been forced to accept that I had to grow up without the support of a close family. He helped me to do that because of his own experience but he did not teach me using himself as a model. I only realized what his youth had been like when I read his autobiography. He said to me: "You must learn to be detached and not depend on others too much. You must understand who you are as a person in your own right. You have lost one identity and you must now adapt to another. You might as well become an Englishman; not that everything about this country is marvellous but now you belong here".

Lucas's mother followed her husband to Canada, taking her children with her, explaining nothing to the boy who was later returned to England. Here he was brought up by grandparents who clearly did not appreciate the burden suddenly put upon them. Lucas recalls being locked up for the day with nothing but bread and water because he had dared to ask "and who made God?" It may be that he learnt to understand the futility of punishment here.

The treatment certainly did not limit an inquiring mind, he remained an agnostic all his life and as a schoolteacher strove to eliminate the punitive nature of the school as far as he could. When he was headmaster he allowed us not to go to church on Sunday on condition that we wrote an essay arguing the case for our exemption. Escape from church was not an easy option; instead we had to spend the morning digging for victory; however it helped to see the head and his wife labouring with greater vigour and conviction than most of us.

Lucas was never able to establish good relations with his parents. As a young adult he met his mother again for the first time. He had just been awarded a First in Cambridge and was in Paris on a scholarship to study Georges Sorel. He wrote in the autobiographical novel: "Knowing that conversation would be difficult he had arranged a well-filled programme... she would not tell him much about his father, who before his death had both legs amputated, beyond 'I was such a good wife to him'. He knew that he did not wish to see her again; neither did she seem all that interested in what he was doing".

What he wrote about his mother may seem heartless but then he had been neglected and perhaps he had to find his salvation in his own achievement. It was as if he had to say to his dead parents: "Look, even without you I become a

even though it was claimed publicly that we were fighting a war for the preservation of democracy.

Two educators had influenced Lucas: one Homer Lane, who had set up a little Communist wealth with delinquent children which unfortunately ended with an unproved scandal and a Home Office inquiry. The other was Simpson, headmaster of Redcomb where local children and gifted outsiders experimented in living together in a non-punitive and relatively democratic environment.

Lucas was a radical, one more steeped in the British non-conformist tradition than in continental Marxism. He had to help pay his grandfather for his keep as a baker's roundsman and he had to collect debts: "A few of his customers, mostly women were repeatedly in debt. In some cases the debts became so large that he had to tell them that unless they paid up they would be taken to court... some were more or less permanent debtors who could never have had much peace of mind. Increasingly he disliked the competition and the triviality of what was going on; that as well as the unkindness was turning him into a socialist."

Much of the resentment which Lucas aroused while he was headmaster was based on the suspicion that his politics were not of the sort expected in semi-feudal West Sussex. It was not just a question of voting privately, the man was putting his belief into action. I remember a House meeting: it had been suggested that food parcels should be shared equally in this time of great shortage, particularly as some of the parents could not send their children anything. As a boy who did not receive parcels and who did not wish to be thought either envious or a scrounger, I argued fiercely for the rights of private property. Lucas smiled: "You are a Kulak arguing about collectivization". I did not know much about the Russian revolution but he made me find out and at the same time taught me that history can be related to living issues.

Added to unconventional politics he was prepared to be critical of unquestioning patriotism. He came into conflict with the local clergy when he refused to let the boarders go to church to celebrate the first of the 1,000 bombers.

raids. Much as he and his wife Vera detested Nazism they were never slow to point out that patriotism alone is not enough. She described two airmen to us: "They were beautiful, clean-looking young men and they were talking about their conversion and the next religious meeting; and then they fly out and bomb women and children!"

As at any time when nationalist feelings ride high, in 1940 it was unusual to show sympathy for the suffering of the enemy. Lucas recalled that his own headmaster had wept openly as he had read out the names of former pupils in the trenches. During his headship he had to perform the same duty: grammar school pupils, particularly ones who had joined the Air Force, suffered heavy casualties.

Probably Lucas learnt, to hate injustice when as a child he was pushed from pillar to post by his family. Then, despite everything, came success. It was not just a question of passing an examination, he had to come top in order to win the county scholarship. At Cambridge he describes how he stood up for a pacifist friend who was about to be thrown into a lake by former naval officers. To his surprise they let him go and he came to realize that he had both physical and moral power.

In his first post as an assistant master he led the resistance against an unjust pension scheme. Finally he was the only member of staff to stand up against the governors, won the concession and then resigned.

From there he went to Egypt to teach, learnt about the miseries of imperialism. By the time he was appointed to a headship he had not only gained an awareness of his strength, he had overcome neurotic fears and anxieties.

I was surprised to read his description of his paralysing fears; to me he seemed superbly confident and benevolent. What had been a possible source of weakness became a strength. As a teacher he had special sympathy for children with problems. Human sympathy was of greater importance than brilliant discourse and the compulsive thief, bedwetter, stutterer, ones who despite great ability could not work and could not achieve their real potential were helped by him. Public schools too often ease their burdens by expelling misfits or delinquents. Thus they lose able and creative children who, when freed of authoritarian domination, achieved impressive results at Midhurst.

Lucas knew enough of the oppressive side of authority to be able to help. He rarely did this directly or by denying his authority role but by teaching by analogy, a special sensitivity and the ability to stand up to destructive feelings from children. He was not a gentle man, when younger, his temper was frightening and memorable. But it was not the anger of the bully; it was as if he regarded an equal and he had the ability to hear what the child said to him at a deeper than ordinary level.

There was a price to pay; it was not only anxiety but occasionally, too much preoccupation with success. His own struggle may have made him impatient with the ordinary child but even there he could be tolerant and generous. His reminiscences would include even the academic if they had done something out of the ordinary like becoming a diamond merchant or a police superintendent in a rough part of the country. He could be understanding of people whom we as contemporaries detested. It was not the bland wish to speak well of all men but a generosity of spirit and the ability to see something even in a solicitor who had been struck off the roll. "He tells me they all do it; it is just that he was caught out."

After his retirement, Lucas summarized his work in *An Experience of Teaching* (Weidenfeld & Nicholson). Alone he had made important discoveries about the nature of society, delinquency and authority. The school had moulded his experience but from that vantage point he was able to appreciate and demonstrate its importance in society.

First and foremost he was a teacher and the quality of his work made his book important but he had left the writing of his autobiography too late: the death of his first wife in 1970, old age and serious illness were to rob him of the tremendous optimism of his early years.

When I read the manuscript of the autobiography, I felt that his bitter and deprived childhood dominated his view of the past more than his success justified. The school had become a comprehensive with his support and help in 1965. He never lost the belief that the 11-plus had been an educational disaster and with a generous honesty he accepted that all children have a right to education and not just the gifted and clever.

Charles Hannam is senior lecturer in education at the University of Bristol.

If you go down to the woods today...

The philosophy of a school closed over 40 years ago lives on in remote forest clearings, Sara Parker discovers

The tea tasted of wood smoke, there was nowhere to sit except for a ring of logs, it was raining and the only shelter was the natural canopy of the trees.

It is the kind of outdoor life Forest School Camps are all about - a chance for six to seventeen-year-olds to get away from home and spend a week or two coping in different and often difficult conditions.

"Our aim is to create a community where kids can learn about sharing experiences, both work and pleasure. Modern existence tends to work against such a community, so we put them in an environment which is as far as possible removed from their everyday lives", said Ed Straw, organiser of one camp in Essex.

On arrival, the 40 youngsters had to fell trees to make a clearing for their tents - helping the landowner who had asked them to thin out the thick woodland to make room for young, healthy saplings. They had to build tables for preparing food, dig latrines and organize washing and waste facilities.

But most of all they had their first lesson in living and working together. As Ed explained: "They found that if they didn't join in and help then everything threatened to come to a grinding halt - and so eventually they did."

Inevitably the experience is a tough one. It can mean pitching a tent on a windswept mountainside, weathering a sudden snow-storm, or crawling exhausted under a flysheet after a days canoeing or hiking.

An educational charity, Forest School Camps (FSC) runs nearly 50 different camps a year, catering for at least 1,000 youngsters. Activities range from one or two weeks' camping to trekking from one side of Scotland to the other, or cycling from Edinburgh to London.

Yet however hard the camp, it is never just an endurance test; for the experience is seen as a key to an educational philosophy which was developed briefly in a private school in the New Forest more than 40 years ago.

There, the thinking revolved around social education and learning through experience, and such was its impression on a handful of parents and teachers that, after the school was closed at the outbreak of the Second World War, eight families took its ideas and organized the first camp.

Taking the name of its inspiration, Forest School Camps has become increasingly popular over the years, although it has resisted the temptation to become too large.

Even though it now has a permanent headquarters just outside Cambridge, set up five years ago to run training courses for camp helpers, and to store equipment, the organization still relies on volunteers. They are mainly middle-class professional people, who went on camps during their own childhood.

The middle-class predominance is also evident in the kind of youngsters who join FSC today. Normally they have heard about the camps through their friends, are sent by their parents and are so keen to return in subsequent years that there is a two-year waiting list for new campers.

For those who are less well off, FSC has a £2,000 aid fund, which goes towards sponsoring some 50 places a year, while mentally and physically handicapped youngsters are absorbed in small numbers on to suitable camps through the social services.

There are remarkable stories of success with disadvantaged and disturbed children, such as the girl whose homelife was so traumatic that she was mentally and physically two years behind her peers. The camp provided a springboard for her normal development.

Then, there was the mentally handicapped boy who had 20 epileptic fits a day at the children's home where he was living. At camp, he had none.

Less dramatic but equally obvious are the successes with more ordinary children. There was the boy who couldn't stand up for himself in a group, the girl who had never been away from home.

Some of them come to camp and are a bit homesick for the first few days, but by the end of two weeks, they don't want to leave", said Ed Straw. "Then, there are the rebellious children who come not wanting to do things, calling me 'mum' and looking upon me as the authority. By the end of the camp, they too are contributing valuably because they want to, and enjoy it."

Like all Forest School Camps, this Essex one is remote, in the depths of a 25-acre tract of woodland and run to give the youngsters as

much freedom and independence as possible.

"It's a very big experience, particularly for the younger ones", said Ed who had his own two young sons at the camp. "Imagine the average six-year-old coming here and being confronted with 50 people he doesn't know, sleeping in a tent, the rain and cold, and all the open spaces and nature. You actually see them growing up and becoming more able to cope with life in general."

The Essex camp was one of the softer FSC options, providing an opportunity for first-time campers to see what it was like. The oldest child was 13, and the majority were aged between nine and ten.

When they arrived, the youngsters were split into groups, the youngest being the Elves, then the Woodlings, the Trailseekers and finally the Trackers. At a camp with older children, there would also be a fifth group - the Pathfinder.

Eleven-year-old Jo came with her younger brother and sister. "At the beginning I was quite upset to be parted from them. There were so many people, but I soon found it was better to be with those of my own age. It's not hard to get on at camp. For example, you end up sitting next to someone at lunch, you get talking - and you've got a friend."

Organizers like Ed Straw claim that both youngsters and adult helpers get on well, even though most of them are complete strangers at the beginning of a camp. Activities depend very much on the talents of individuals - at one camp recently, there was even juggling because a couple of the volunteers were professional entertainers.

At the Essex camp, the emphasis was on the use of wood. Younger children were taught how to carve with knives, the older ones how to use axes and saws. A climbing frame was built from felled trees and the roof of a replica iron age house was thatched, bridges were built across small streams running through the woodland and rudimentary musical instruments made of wood.

One helper taught macramé, another did face-painting after the younger children had made bows and arrows in a woodcraft session.

Every morning, the youngsters and the 11 adult volunteers got together to discuss the day's plans, which included not only working with wood but also hiking into the surrounding countryside, and a midnight treasure hunt.

"A sign of a good camp is when the kids stop moaning about wanting to go to the shop to buy sweets or complaining about not having a telly", said Ed, who banned transistor radios from the camp.

Entertainment included camp fire sing-song, country dancing and a play to which everyone contributed on the last evening, called a Merry-moot.

At the end of the camp, it became clear that a community had developed which had broken down the traditional barriers between adults and youngsters.

"The level of tolerance is amazing", said one volunteer. "It's hard to pin down but it is a kind of idealism which makes people very determined to get on with each other."

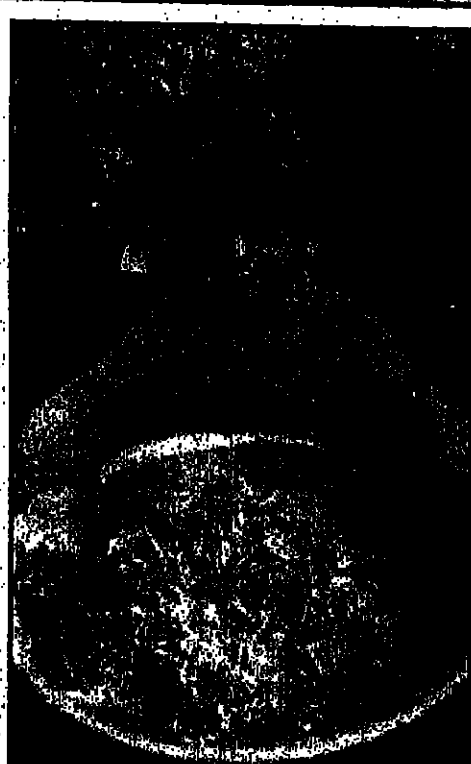
It is also an idealism which spills over into a need to care for and respect nature. FSC's policy of conservation makes farmers and land-owners amenable to providing sites.

But still there is a shortage, and many FSC volunteers spend their spare time trekking through the countryside, in search of new places to camp off the beaten track.

As well as learning to respect nature, youngsters are also shown how they can use it for survival. They are taught about foods, and natural dyes from mosses and plants, the best ways for lighting a fire, and the trees which provide the strongest wood for structures. They learn about animals, birds and insects - and most of all not to harm them.

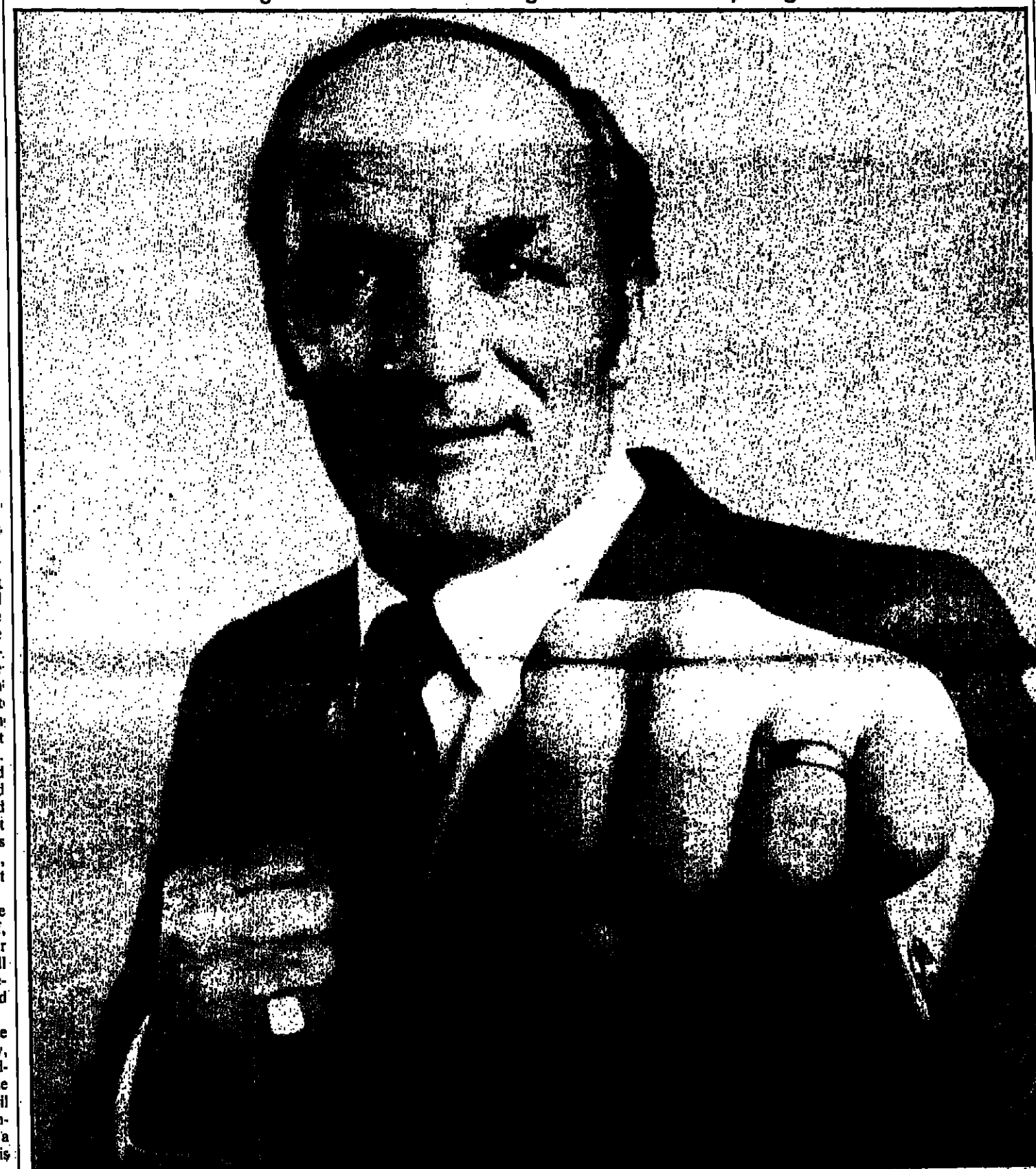
Yet still, modern day society insinuates itself into even the most isolated camp. Provisions generally come from a supermarket, tent technology provides adequate shelter, and water, which ideally should be drawn from a nearby stream, often has to be brought from a mains supply by tractor trailer or hose-pipe.

A lot of us would like to live like this all the time", said Ed Straw, who works as a management consultant. For a week to two twentieth century society is kept at arms length - and even if the grocer does bring the provisions in his van, he generally hoots his horn at the entrance to the wood, unloads and drives off without seeing a soul.



GET OUT THERE

Mix with people and find out what makes the world tick, is Henry Cooper's advice to kids who want to fight through. He's worried about a world where "this education thing is the be-all and end-all of everything". Hugh David talks to the last great British heavyweight.



He was on the phone when I arrived and gestured me into the lounge. A comfortable room. The only touch of formality a dozen or so gilt-edged invitation cards propped with a certain, understandable pride in two neat rows along the polished wooden mantelpiece. "The Editor..." "The National Association of..." "The Marchioness of Tavistock..." seemingly everyone was requesting the pleasure of the company of Mr H Cooper at receptions, openings, drinks or dinners.

And yet they weren't. The person they really wanted - forget the suit, forget the formality - was "Our 'Enery'", as the sports pages used to call him, plain Henry Cooper, the sometime British and European heavyweight champion whose famous left hook, 'Enery's 'Ammer', floored Mohammed Ali one memorable night, and whose equally famous face has been associated with a well-known brand of after-shave for the last decade.

Even now, years after his final departure from the ring - despite having no official connexion with the sport "When I retired from boxing I made a clean break from it", he says, those once-handly fists now incongruously cradling a delicate china coffee cup.

"I'd love to have found a young heavyweight prospect and managed and trained him, but I didn't see one. So over the years I've gone into other things. Basically, I'm an underwriter at Lloyds, but I've also got contracts with Fabergé who keep me very busy with PR work, in-store publicity and television commercials. And I've got similar tie-ups with Valspar paints and Coopers tools. Then I do the after-dinner speaking circuit and a bit of television and radio work."

Nevertheless, he remains on friendly, if despairing, terms with the sport in which he made his name. "We've got some good little lighter fighters coming on, but the heavyweight situation is about the worst I've ever known it".

You try to puncture the considered, avuncular charm. Impossible: "I'm easy going, nothing really gets on top of me. I'm fairly level and constant all the way through. I'm not nice one minute and then biting someone's head off the next". Interviewing him is a nightmare. Listening to him, on the other hand, an addictive pleasure: "As kids, me and George" - his twin brother - "would sort of scrap amongst ourselves. Where we used to live in Lewisham there used to be a green, and one day we'd got another couple of kids out there boxing with us. We didn't have gloves, nothing like that, we had socks, an old pair of socks on our hands. And this guy came out - Mr Hill his name was - and said, 'Look, if you're going to do that do it properly: go to a club and learn.' And he took us to the old Bellingham Amateur Boxing Club, and that's how it all started. We were about 10."

Inevitably, it all comes back to boxing, to the way of life he has never completely shaken off, nor ever will. "It was an excitement in our family. Boxing was in our blood. As kids we'd all huddle round the radio set shaking with excitement listening to guys like Bruce Woodcock and Freddie Mills fighting".

Thirty years on, a framed series of stills, the images blurred but a sufficient cue to memory. All downed by that left hook in three black-and-white prints - going, going, gone - hangs in the hall of his Hendon home. Above them is an oil painting of the young Cooper, plausible, hungry, dangerous, handsome in the way that a hunter is handsome, a towel slung round his shoulders.

Thirty years on, there are his own famous inter-round summaries of championship fights for BBC Radio, delivered across the world from a ringside seat at Madison Square Gardens or Las Vegas, and there is the recent series of boys' club boxing bouts televised on Channel 4 to which he was only too keen to lend his name. Difficult to say though, watching on the screen, who got most out of those *Henry Cooper's Golden Belt* contests - the 15 and 16-year-olds painting straight out of the ring, eyes set on an ABA trophy, growing a visible couple of inches as they talked to the Chatup ("Yeah, fanks, 'Enery") their fathers can only have told them about: the fathers themselves, elbow-to-elbow with the lad from Bellingham, lucky so-and-so, who did everything they didn't; or Cooper himself, moved; sometimes apparently close to tears at the familiarity of it all.

"Those places were hot-beds of boxing years ago", he tells me. Seconds away! Round One! The amateur routine, bouts of three two-minute rounds and egalitarian matiness in the dressing room; had brought it all back. "The old clubs in working-class areas in Manchester and Liverpool and the Old Kent Road in London used to grab boys off the road and channel their energies

into sports. They were where boxing thrived, because they were poor, working-class areas.

"My life was dominated by boxing. I wanted it to be. Like any sport, if you want to get to the top you've got to live, sleep and eat it. Saturdays, I used to go and see a film in the afternoon and then go home to bed - when my mates went on to a dance to meet the girls. I didn't - because I knew I had to be up the next morning, in the gym training at 10am! But if you want to do a thing badly enough that's no hardship, is it?"

No, no, you say, not to us, the older generation. But what about the kids? "That's it, must be, just the opening you've been looking for, stand well back. Not a bit of it: 'Look, let's be honest, the youngsters of today have got a lot more to contend with than we had. I was a dunce at school - but I was worldly. I knew I had to go out and earn a living. I knew where I could go and earn money: I could help the milkman on Saturday morning and get half-a-crown. Things are reversed now. You've got kids who are academically brilliant, they go to college, but they don't know how to earn a living'."

And?

"And I think that's a tragedy. All right, my



I'd love to have found a young heavyweight prospect and managed and trained him, but I didn't see one.

kids come home from school and they have a briefcase or a satchel, and I look at some of the work they have to do and it's way past me. But in a lot of ways - in worldly things - some of the kids today are very naive about the world and how it works. This education-thing's the be-all and end-all of everything, isn't it?"

A courier had arrived, hot foot: a plain brown envelope. The script of a commercial Cooper was to film tomorrow. "All in all I have a marvellous, interesting life", he says, grimacing in spite of himself at the banality of the copy-writer's lines. They are tossed aside, and the smile returns. "Life never gets dull or boring because I'm doing different things every day."

Time was up; the allotted half-hour arranged by his agent had already become three-quarters. So, final question: had he any advice for young people, those batters chasing the golden belt, the lads he'd pictured lurking on street corners? "That's a difficult one". A pause for thought. "They've got to get out in the world and mix with people and find out what makes the world tick. You can't read about it and get that out of books". Another pause. "Get out there. It's all a matter of getting out there."

REVIEW

Learning to see

Frances Spalding on the role of public art galleries in art education

What has often been said needs repeating: we are a pictorially illiterate race, largely ignorant not just of contemporary art but of this century's art in general. The fault lies mainly with our educational system: inability to compose a sonnet does not oblige a teenager to drop English, but the teaching of art, for the most part, ends when a pupil gives up practical involvement with it. Art appreciation is rarely taught and as a result many adults today feel totally at a loss when confronted with work that does not present them with a recognizable image. Abstract art is almost as old as this century yet for far too many it is still as foreign, as distant and untelligible as Egyptian hieroglyphics.

But if there is a need for radical change in art education it should take place in two spheres: in our schools and in our public art galleries. Some of the smaller regional galleries can be impoverished, dull and dispiriting places: while the larger and more prestigious ones sometimes ape stately homes, thereby relegating art to a past that seems to have little relevance to the present. On the other hand there are now a large number of public art galleries who adopt a positive and assertive policy towards the community that they serve. And in these institutions the education officer often plays a vital role, by opening up and activating the gallery space, liaising with local schools and organizing either talks or practical workshops to coincide with exhibitions. If it used to be only the snore of a tramp that broke the gallery calm, nowadays the same room often rings with the chatter and excitement of children looking at or making art.

One of the most ambitious projects mounted recently was at Southampton Art Gallery. The Keeper of Education, Helen Luckett, with assistance from teachers at Wildground County Junior School, involved a class of seven to eight-year-olds in a process which extended throughout the school year. The children visited the gallery regularly and looked at just 14 original works of art, all of them made within the last few years and which many visitors to the gallery found baffling.

The exhibition "Through Children's Eyes", (reviewed in *The TES* 15.4.83) currently being toured by the Arts Council, records how "Uggghh, what a mess!" (of a Gillian Ayres abstract) was gradually replaced with a quite different response. As the children began to realize how much could be learnt by spending a long time with only a few works of art, they began to worry about the swift and superficial glances that grown-ups seemed to throw at the same exhibits. They suggested, and made, bags to give adults in which could be put objects to help them look at art, as the catalogue records: "new eyes, a new brain, questions, lips with which to ask them (and to smile with), a view-finder to help them look at details, tape-measures to help them look at things from different viewpoints, comfortable mats so that they could kneel down and look at things from a different level and maps to take them on interesting routes around the works... There would also be a large bin into which visitors could throw their old idea of art and worries or concerns which they happened to be cluttered



with at the time and which might get in the way of enjoyment."

With older pupils the task confronting education officers is much harder. Jenni Lomax (Whitechapel Art Gallery, London) and Christine Newton (Museum of Modern Art, Oxford) are responsible for educational programmes in galleries that specialize in contemporary art, and both feel that the difficulty teenagers experience in arriving at a thinking reaction reflects partly on art education in schools. Because much of their art teaching is skills or exam oriented, teenagers approach contemporary exhibitions with a set of preconceptions, closed ideas and attitudes that are reinforced by the kind of attention art often gets in the popular press. Outside the Whitechapel one day Jenni Lomax overheard one teenager ask another if he had ever been inside the gallery. "Naah," replied the other contemptuously, "galleries are just full of bricks."

Art teachers themselves are often apprehensive about modern art exhibitions which may seem incomprehensible or arcane. To get over

this hurdle Jenni Lomax organizes teachers' previews before each Whitechapel show opens. She also provides free information sheets and suggestions for preparatory or follow-up work. At Rochdale Art Gallery, Jill Morgan and her assistant Bev Bythway run lively educational projects to coincide with their increasingly radical and experimental exhibition programme. They see their job as not only providing "a context for the arts but also making sure that those arts matter to a proud, industrial community". So far their public has stayed with them. In particular they concentrate on establishing contacts with schools, building up a certain trust and awareness.

All of the education officers that I spoke to regretted the general lack of respect for the arts within education. If we believe that art education is of relevance within formal teaching, then surely visits to local art galleries should figure within the school curriculum? Matisse once said, "To see is itself a creative operation, requiring an effort". The opportunity to make this effort is

sadly lacking in many schools, whose walls are sometimes bare even of reproductions. At O and A level some art is studied, but mostly in slide form.

One person who is currently engaged in encouraging educational activities in galleries up and down the country is Pat van Pelt, the Arts Council's Education Officer. She is the first to occupy this role within the Visual Arts department and her appointment, three years ago, has helped give additional focus to the possibilities of art education in galleries. It is her job to liaise with those institutions that receive Arts Council touring shows. She also helps generally to spread ideas and information about what is being done in this sphere and how to do it.

If galleries are rethinking their attitudes to their public, it is an apt moment for schools to re-organize their timetables to encompass more of the arts. "Increase a respect for the arts," declares Bev Bythway, in a tone that has helped place Rochdale firmly on the arts map, "and you open up formal education to a more creative approach to learning."

Maggie stories worked on the small screen, she is not certain that the essence of the books was caught; because the novels had been told in the first person, they had Maggie's own voice and the development of her thoughts difficult, if not impossible, to capture in dramatization. And the development of Maggie's thoughts matters, because here, as always, Joan Lingard is writing about "the push through adolescence to maturity"; this counts, and is hard to show from the outside.

For her it is such broad themes that are interesting: "I don't see myself as picking problems." When problems of adolescence appear in her novels it is because they would naturally occur in the lives of her characters, not because she has made an arbitrary decision to write about this or that issue. She is conscious of there still being an enormous amount to explore in such young lives, but she is drawn to the idea of writing for younger children; she published one story for 9 to 12-year-olds, *Frying as Usual*, as early as 1972. That revolved around a chip shop; she remarks that someone has noticed that there is a chip shop in every one of her books—a memory of young days when there wasn't enough money for chips. Whatever she does will be interesting, and it will be positive: "I feel it is quite wrong to be downbeat in children's novels. I don't mean I want to give them tidy solutions—there are none—but hope."

The history of *The Gooseberry* is curious; it was written as a six part television serial, but first the complexities of setting up a production, and then the new possibility of the dramatization of the Maggie books, pushed it further and further away from realization, and she re-thought it as a novel. She is sharply aware of what television cannot do; though quite pleased with the way the



Joan Lingard's books are published by Hamish Hamilton

Place and chips

Audrey Laski talks to Joan Lingard, whose latest children's novel is published next week

There is a certain kind of soft Celtic voice which regularly confuses me: north of the border or west of the Irish Sea? When I met Joan Lingard recently and heard that delightful sound I was for once perhaps justified in my vagueness; she says of herself, "I am Scottish-Ulster". All her growing up years, from 2 to 18, were spent in Belfast, while most of the rest of her life has been spent in Edinburgh, and all her readers will know how important both those cities are in her fiction.

But perhaps more essential to her writing than the two places themselves has been the nature of the experience of being a stranger in someone else's city, which she clearly felt even at the early age at which she moved to Belfast, perhaps because of the close family networks there: "I didn't have all the myriad relations." It has meant that one of the recurring themes in her work is that of displacement and the attempt to settle; in the Kevin and Sadie books, the title of the third, *Into Exile* speaks for itself; in the Maggie series, there is the shadow of the Clearances; while in her newest novel, *The Winter Visitor* (published on Monday), the hero's best friend is always being moved on in the interests of his father's work. It is significant

that in talking about the breakdown of Nick's attempt to get Joe to stay with him until he has completed his examination course, Joan Lingard says, "he could never have been completely at ease in Nick's house—not his place."

She gained other advantages from her growing season in Belfast. Not only was she a newcomer, she was alien in a more vital sense; her family were Christian Scientists, and she was therefore set outside the simple sectarian antagonism which controls experience in Belfast. This made possible the concerned detachment which makes *The Twelfth Day of July* and *Across the Barricades* so powerful and so controlled. She knows how to value this essential quality; a member of Scottish Writers against the Bomb, she will not write a novel about the nuclear issue because she cares too much.

At the age of 11, she was already writing—her sense of being slightly lonely in Belfast had "bonuses for a writer"—and writing complete stories. However, like most children's writing, they were about exotic places and people; she had not yet realized that her own experience was interesting enough to write about. Her first published novels were for adults; it was Honor Arundel who suggested that she should write

ARTS

Heroism played to the hilt

Cyrano De Bergerac. By Edmond Rostand. Barbican Theatre. Engaged. By W S Gilbert. Arts Theatre. *Bad Language*. By Dusty Hughes. Hampstead Theatre. *A Supplement to Captain Cook's Voyage To The South Seas*. By Jean Giraudoux. National (Cottesloe) Theatre. *You Can't Take It With You*. By Moss Hart and George S Kaufman. National (Lyttelton) Theatre.

In the RSC's *Cyrano De Bergerac* we have that most powerful amalgam of a brilliant actor perfectly matched with his part, Derek Jacobi, whose world-acclaimed Claudius showed his profound sympathy with the physically flawed, opens his heart to Rostand's "deformed hero", shares the pain of his ugliness, plumbs the depths of his romantic soul doomed to love unloved, glories in his poetic rhetoric, matches his panache. It is a magnificent performance: acting of the highest order.

After a busy noisy start (the RSC has developed a tendency to bustle and rant incoherently in crowd scenes), Terry Hands' direction settles down to give a clear account of the play, helped enormously by Anthony Burgess's sensitive and witty translation which is full of delightfully audacious rhymes. Important to keep the poetry of the original: other versions I've seen baulk the verse and so diminish the heroics. No scaling down here:

heroism is played to the hilt.

The story of the polymath duelist whose nose precedes him "everywhere by a quarter of an hour", in love with Roxane who loves only the handsome tongue-tied Christian for whom Cyrano makes love to her at the expense of losing her, through Rostand, become a world possession. This production does wonders in clearing away the fustian which frequently befalls the play, restoring its powers to excite laughter, pride, tears and thrills. The brilliance of Rostand's grand-manner stagecraft is made clear: cleverly cross-cut scenes playing on our emotions; memorable stage-pictures (the stage of Act 1, Act 2's balcony and its stage-coach, Act 3's convent garden) all beautifully realized in Ralph Koltai's designs; the total-theatre effects backing Cyrano's death. The main cast is flawless.

Marks for trying, and for reminding us how funny Gilbert's *Engaged* is, to the small company whose cooperative effort has produced its revival. The NT's 1975 revival failed to establish its place in the repertoire; nor will this. It is a merry little piece on the tangles of money and matrimony (in that Victorian order), relentlessly absurd, showing clear signs of influencing Wilde's *The Importance Of Being Earnest*. What it needs is actors more precise of speech, deportment and attitude, and a stage-manager quicker on the black-out switch. But it is worth supporting: very amusing and, in its mockery of love and marriage, very clear.

Which Dusty Hughes' *Bad Language* is not. In Act 1 we are introduced to a collection of Cambridge undergraduates, each representing an aspect of contemporary youth-culture, and their trendy bi-sexual tutor. They fall in and out of love with themselves, each other and their obsessions, expressing themselves in a series of verbal jokes which draw laughter in diminishing returns. Much of Act 2 trends the same ground until, suddenly, the play changes gear and becomes an indictment of post-Falklands Britain, the pointlessness of academic pursuit in the face of mass unemployment. It is clever talk but it doesn't work despite competent (if occasionally inaudible) acting and direction.

More clever talk, as might be expected, in Giraudoux's *A Supplement to Captain Cook's Voyage To The South Seas* in a Platform Performance at the NT, to be repeated later in August. In 1769 Mr Banks, a Birmingham Presbyterian taxidermist, is sent ashore to civilize the natives in O-Tahiti. His body-denying, love-quenching, protestant work-ethic seems nonsense in an innocent paradise where "there is no reason to work... where the most important thing in life is to be beautiful". Giraudoux pokes gentle fun at the British in a series of amusing discussions which run for 45 minutes: a rare chance to see a minor piece written in 1935.

First produced in 1936, Kaufman and Hart's zany comedy *You Can't Take It With You* has a sparkling

revival in Michael Bogdanov's new production. Blessed with some of our best actors, Bogdanov curbs his tendency to overdo the direction and gives the play its head in their capable hands. Alice loves Tony, her boss's son; he loves her. Will his staid parents get on with her crazy family? She fears not; he doesn't care. The prospective in-laws meet, fall out, make it up. This, stripped of incident, is the plot. It tells us nothing about the play's bubbling good humour which keeps one chuckling happily from beginning to end—and all the way home.

In a cast which most directors can only dream about, only Brewster Mason is miscast as an ex-ballet dancer—and even he has his moments. The splendid Margaret Courtenay is undercast as Olga. The rest led by Virginia McKenna, constantly funny with meticulous timing as Penny, display their considerable talents in a play which gives every actor a chance to shine. Nice to see black actors Norman Beaton and Earlene Bentley so happily cast. It is a production of sheer delight: a splendid setting (Grant Hicks), good costumes (Ruth Myers) and a nostalgic jazz quintet to play period hits.

I heard someone complain that Bogdanov's singing/dancing finale duplicates (not so well) Trevor Nunn's treatment of *Once In A Lifetime*. That play needed such treatment. For this it is simply an added pleasure.

John James

Entering the New World

America, Americans. National Film Theatre, August 3-23 (including *Heaven's Gate*, August 13-16, 2.00pm and August 15 and 16, 6.30pm)

European immigrants in America: it is a big theme that the National Film Theatre has chosen for its current season and several of the films are built to match, with the centre-piece, Cimino's *Heaven's Gate*, lasting three and a half hours and that much misused word "epic" difficult to avoid in describing at least nine of the others chosen to support it. I shall do my best, especially as the most interesting of these films, long as they are, costly as some of them were to produce, do not sprawl and thunder across the screen, but attempt to record the experience of individuals, the hopes they brought with them and their differing motives, as well as the society they found in America and the one they helped to create.

The Western may have tried to mythologize some unpalatable aspects of the struggle against the native Americans, but there is no need for retrospective glamour in depicting the first stage in this story: the appeal of America, as a land of opportunity and a refuge from oppression, was genuine and is documented. Elia Kazan drew on the history of his own family for *America, America* and the longing of his Greek hero (played by Stathis Giallelis) to reach the New World is convincing (though the Ottoman Empire from which he is trying to flee does seem to be peopled by Turkish officials who look and sound like the guards on *Planet of the Apes*). Vilhelm Moberg, who wrote the trilogy of novels adapted by Jan Troell in *The Emigrants* and *The New Land*, studied letters from Swedish settlers to give an authentic picture of pioneer life. Unfortunately, these two neglected films were programmed on the same day, and it takes stamina even to contemplate



"Heaven's Gate", 1980

over six and a half hours of Swedish dialogue, half without subtitles. The myths come later, though Troell and the other European directors have no reason to gloss over the problems facing their emigrants. Kazan's film, on the other hand, made in 1963, ends on an image of American life that comes straight from Milton Friedman: here is unimpeded capitalism, where a hard-working bootblack can achieve riches and respectability. There is even a religious note in the cleansing of his hero from the Ellis Island laundry did not always wash either clean or white and, as Francis Ford Coppola's *The Godfather* (Au-

gust 20) suggests, there are ways and ways of using the opportunities provided by a free capitalist market. So what of *Heaven's Gate*? Made in 1980 and savaged by the American critics, it was previously released here in a much-shortened version. Now we have the full epic (sorry), from the magnificent opening sequence of graduation for the Harvard Class of '70, through blood and fire to the reflective epilogue more than 30 years later. The flaws are there too: the wooden acting of Kris Kristofferson as Averil and Isabelle Huppert bravely trying to look convincing as the madame of a frontier brothel and Cimino getting too clever with the Dolby Sound

System. But the photography is superb and Cimino's vision is wide enough to achieve his main ambitions. What he shows is the emergence of a society, its violent clashes forming a rite of passage and the climax, in the battle between the Stock Growers and the immigrants, explicitly mirroring the mock battle of college students around the tree. With the exception of Irvine (John Hurt), the characters fail to develop and there is, at times, an extraordinary lack of attention to detail; but the film is an impressive imaginative achievement and the least you can say is that it is hard to forget.

Robin Buss

Revival

John, Paul, George, Ringo... and Bert. Young Vic.

"The Beatles aren't even in it!" complained a disappointed young voice behind me at the Young Vic's opening of the play about the Fab Four.

In a sense, this production is a revival of a revival. Willy Russell revived the Beatles with his play in 1974 and director David Toguri is attempting to re-revive the magic of that production. Our guide through the legend is Bert—the mythical fifth Beatle excluded from the band in 1958, personally played here by Ben Stevens. He narrates at break-neck speed, taking us from the early days to the split up, comparing the Beatles, exalted life to his own very ordinary one. The other narrative device is the use of song, sometimes purely as background music, more often as pithy commentary to the events on stage. The songs are strongly delivered by a solo female piano vocalist, Vicki Silva, although at the start of the second half the whole cast unaccountably launch into a Beatles medley in the style of the television *Black and White Minstrels*—all cheesy grins with formation strolling and swaying.

The real problems though are with casting (there must be some actors available who can do Liverpool accents without turning Scot or South African) and a lack of sense in its direction. Russell is at pains to point out that the Beatles are just "four fellas". David Toguri's production, with its cloying final scene of the three surviving Beatles standing shoulder to shoulder while Lennon looks symbolically down from above the stage contributes to rather than minimizes Beatles idolatry. The voice from behind me was right. The Beatles are nowhere near it.

Nick Baker

By design

History of Graphic Design and Communication: A Sourcebook. By Clive Ashwin.

Pembridge Press £15.00. Consultant Design: The History and Practice of the Designer in Industry. By Penny Spark. Pembridge Press £7.95. The Industrial Designer and the Public. By Jonathan M Woodham. Pembridge Press £7.95.

It has become a truism that design is the Cinderella both of art history and of publishing generally. The appearance of the Pembridge History of Design series, edited by Peter Green and David F. Chesire is therefore an excellent thing. Having said that, however, enthusiasm cannot be pushed much further. Consultant Design works out at a cost of more than eightpence a page, and the others are correspondingly priced. Nor is the design of the series as outstanding as it ought to be in such a context, being strongly reminiscent of a Pitman textbook of the late fifties.

The two smaller volumes are perhaps more limited in scope than their titles would seem to imply, the emphasis in both cases being heavily on Britain with only few references to German, French and Italian developments, and none at all to Japanese. Since, however, they are apparently intended "for use by the growing number of students of the history of design in further and higher education", it is unfair to accuse them of not achieving standards which they did not set themselves. Clive Ashwin's well-illustrated anthology of sources is an admirable compilation, though it might possibly have been improved by the addition of some statistical information.

Bernard Denvir

BOOKS

Ritual skills

Reading Well Book 1 0 05 003376 X
£1.30 Book 2 0 05 003377 8 £1.45
Book 3 0 05 003378 6 £1.60 Book 4
0 05 003379 4 £1.60
By J Cooper and G Livingstone,
Oliver and Boyd

The claim for the teaching of reading skills to be a continuous process at all levels of education is reverberating loud and clear through junior, middle, secondary and FE classrooms. Higher order reading skills are the order of the day. The publishing houses have been quick to respond with textbook series designed to slot into school language programmes (cynics may say as a substitute for school language programmes).

Examples are *Developing Comprehension* (Basil Blackwell), a series where exercises are based on the Barret Taxonomy model; *Directions* (Oliver and Boyd) where reading, reference and study skills to be taught are listed systematically; the excellent *Reading with Purpose* (Nelson) where the aim is to develop flexibility and independence in readers, so that children learn to adapt their reading strategies to particular purposes.

The new series, *Reading Well*, is designed to "assist pupils in the acquisition and development of higher order reading skills". In the preface of each level it states: "The skills to be taught and/or developed are: skimming, recognizing the main idea of a paragraph, selecting details to support the main idea, summarizing, following ideas or events in sequence, using context clues, distinguishing between fact and opinion, recognizing cause and effect and finding proof".

The reading content is a mixture of extracts from books which "seemed to be popular in school and class libraries" and non-fiction, particularly aimed at supporting environmental studies teaching. The four graded books in the series are intended for the early junior to the upper primary and middle school pupil.

Though the clearly thought inten-

tions behind the series are laudable, the books have a fatal flaw. The passages selected may reflect a teacher's concept for what is "interesting", but also reflect a reading diet that is safe, middle of the road and unexciting. In the Bullock Report there is a statement that "the true relevance (of a child's reading diet) lies in the way a piece engages with the reader's emotional concerns". It is doubtful whether these extracts, and graphics are attractive enough to a young reader to evoke any real creative response and therefore whether they would move on to the page of questions and instructions alongside each text to tease out the required responses with any real enthusiasm. The bitty nature of the extracts discourages any real involvement with the narrative texts. The format of the teaching/learning pages is so repetitive that far from building skills which might be later transferred to a real rather than textbook reading task, there is a danger that the pupil response might become a hollow ritual.

The material seems heavily biased towards male roles and interests. Turning page after page one looks hopefully for female characters portrayed in the selected extracts and illustrations, but they are few and far between. Cowboys, soldiers, policemen, male athletes, racing drivers - even the Eskimos seen in all male preserve. Moreover, although the cover designs reflect a multi-cultural pupil population, there is little evidence inside the covers of anything other than a strictly British cultural viewpoint.

The dilemma is how children can be encouraged to acquire the study skills they need to improve their fluency and comprehension while maintaining their enthusiasm for reading creatively. The fear is that, however skilled they have become by the time they reach page 80 of Book 4 in a comprehensive series like *Reading Well*, they may not actually ever want to read anything else at all.

Angela Anning

Children's literature

Bear faced

Dolls, as we know, are persons: best-friends, confidants, useful aides, less vulnerable than the cat or baby in times of rage, and often - teddies especially - get the best place in picture books, scene and story. (Don't forget last year's mini-masterpiece *I Hate My Teddy Bear*.) Leading the current group is Trina Hale's *Brown Bear in a Brown Chair* (Macmillan £4.95), an engaging book with very attractive pictures. I am glad to be able to say this, for her delicious first book (*Chocolate Mouse and Sugar Pig*) was followed by one that is best forgotten, a tasteless and pointless joke about a donkey. In her new book, up-to-fives will appreciate Teddy's problem. When he's left in the brown armchair, everyone sits on him, since no one sees that he's there. Little girl Maggie makes him distinctive clothes, but other problems arise. The full page paintings show a most pleasing use of colour (notably pink and brown and flame) and Teddy's anxious face, as they say, speaks volumes.

Jim Mogenssen's *Ted and the Chinese Princess* (Hamish Hamilton £4.50) also has a Teddy Bear hero. While child owner plays in the park Ted slips out of his pram, flies from a fancied dragon (a hedgehog), falls in the lake, is saved by a duck but is left on the wrong shore, meets a lonely Chinese princess doll and at last brings her back to the pram - really, enough for two stories. Good pictures (fine and fresh watercolour), endearing Teddy, splendid Duck, but the text is slightly flint. The earlier *Just Before Dawn*, where Teddy first (and so memorably) appeared, remains the better book, taking its place, indeed, with permanent Teddy books.

Teddy Bear Gardner by Pheobe and Joan Worthington (Warne £3.25) continues the interesting work-saga of this endearing little solitary, this day-dream figure of two to four-year-olds, who lives out the imagined half-glimpsed lives of postman, baker, and other such beings - and enchants the extremely young particularly by its independence and solitude. He lives in his little cosy house alone: in order to tell him what or what not to do. Maybe a slight touch of reason (if that's the word) tempers the flair of these later books (the original, years ago was a real original) but they are rightly loved, neat, mild, detailed pictures and all. Another, let's hope, is already on the way.

The *Night Express* by Taxi Kitada (Story by Tayo Shima Dent £4.25) is an exciting, child-view picture book with a small surprise or mystery which could draw a reader back and back again. "I am the engine driver," runs the text. "My train is the fastest in the world, clackety clack." "We roar along beside the sea." On it goes through the night, with its trucks and carriages. (We glimpse the wakeful passengers in their bunks.) The splendid chunky pictures fill the page - tunnel through mountain, swirling sea, night sky and stars. And then we see the train and rails on the nursery floor; there are the passengers, too, teddy, lion, rabbit, clown; the seagulls hang on mobiles, the fish are in the tank... Only one complaint. If anything ever moved to rhythm and metre, it's a train. If any text asked to race along in metrical verse, it's this (which doesn't). Under-eights might have a try themselves.

Naomi Lewis

Sound ideas

Targets: Reading Skills For Learning. By D E Brodgen.
Thomas Nelson £1.40 each.

The "skills versus knowledge" debate continues unabated in primary and middle schools but I suspect that the skills-based curriculum is now a dominant feature of primary education - at least at the level of lip-service to recent pressures from outside schools. Teachers have been so totally swamped with government reports, nationally funded studies and other fringe publications which stress that topics or projects should have a purpose beyond mere "activity for its own sake" that few can be in any doubt about the trend. However, I believe that within primary schools there is still significant ignorance of the range and sequence of skills involved. Fortunately, Brodgen's four books, *Targets: Reading Skills For Learning*, which together constitute an excellent attempt to provide teachers and children with a carefully sequenced and wide-ranging set of sub-skills within the broad areas of Information Search extrac-

tion of information from a variety of sources; Conceptual Understanding (interpretation, adaptation and reorganization of information to meet the needs of a particular purpose); and Summary (the collation and presentation of the reorganized material).

The series has been designed notionally for 7 to 12 year-olds and each book contains background information for the teacher, a summary matrix to relate the various skills to the various age levels and units of work, and then includes up to 15 sections of work for the children. There is an answer booklet containing an overview of the series and also all the answers to the exercises. Each "unit" contains a footnote for the teacher specifying the skills to be practised.

Each book uses the excellent style of print, high quality paper and clear illustrations which have become the hallmark of Nelson, and they are modestly priced. Teachers should find them a valuable source of guidance and ideas to improve the "technical" quality of children's projects.

It is more difficult to recommend

the series for general use by children as a text to be "worked through". There are three basic reasons. First, research has suggested that specific skills practised in isolation are rarely transferred easily to other activities. Despite some excellent ideas these books contain isolated skills and are not in any way creative. Second, any attempt to "explain" something to someone else often requires a vastly disproportionate number of words in which to do so. These books fall into that trap and are crammed with close writing. Third, there is no way in which a child of average or below average ability could begin to use Book 1 at the start of junior 1 as suggested by the target age range. The sheer effort involved in reading would, on many of the units, limit the child's access to the intended study skill - thereby negating the aim of the series.

Nevertheless, the series does constitute a step in the right direction and should find a ready market with teachers wishing to supplement their classroom stock of purely knowledge-based project materials.

Paul Harling

Poor man's India

Yougga finds Mother Teresa. By Kirsten Bang.
Element Books, Tisbury, Wiltshire
£4.95. 0 906540 25 9.

India has a curious double image in the West. On the one hand it has traditionally been regarded as a land of colour and romance. On the other, it is regarded as a poor and "developing" Third World country. The lives of the wealthy tend themselves more readily to fiction and the poor are usually only seen in occasional side-glances.

Yougga finds Mother Teresa is a somewhat soppily-named but skilfully-told story. Nirad, a poor village boy who unexpectedly receives some money, decides to go on a pilgrimage on his boat to Benares, traditionally regarded as a holy city. Nirad takes with him Yougga, the crippled son of his poor neighbour. The two are good friends and hope to pay their way by begging.

They soon encounter a wily Sadhu (holy man) who (ineffectually) tries to heal Nirad, making the simple villagers feel indebted to him in the process. The three of them journey in the boat down the Ganges to the Indian rivers, the Jamuna and the Ganges. They have several adventures in Benares, after which Yougga and the Sadhu travel on to Calcutta, where Yougga re-establishes contact with the kind Sisters, Mother Teresa's "Missionaries of Charity", who had helped them in Benares. Further misadventures follow - for example, when Yougga is sold to a beggar master (illegally) and more problems arise when the master is imprisoned for other shady dealings.

The work of Mother Teresa's order is touched upon only briefly at the end of the book, and Yougga recognizes Mother Teresa herself as a holy woman by her deep and gentle eyes. Similarly, without labouring the issue unduly, the book sketches in sufficient detail the terrible conditions to which Yougga has to resign himself. And a wide range of accurate information on India is woven in unobtrusively, regarding the seasons, the temples, the diet of the poor, the basic geography of north India, and several mythological stories related by the Sadhu.

The book is illustrated with attractive line drawings, and is excellently rendered from the French by Kathryn Spink for engaging the interest of 10 to 15-year-olds.

Philippa M Gupta



"Suddenly one evening the palms start..." Zorina Begum thinks she is pregnant: Roundhay Mount, Leeds 8.

UKRA connexion

The map of the book world shows a great sea between the creators and the readers, an ocean dotted with islands of experts: Publishers' Puffland; Librarians' Lowlands; Academics' Archipelago. There are few bridges between these territories and it was therefore with enthusiasm that I joined the twentieth United Kingdom Reading Association conference at Worcester recently (July 25-29) as speaker, chairperson and observer.

What did I discover? The large and international membership demonstrated both the intense interest still directed to reading and the diversity and richness of the subject. As an outsider, I might have anticipated the sessions on comprehension, evaluation and teaching techniques, clothed here in terms like "textual cohesion and register", "task-analytic schemes" and "Direct instruction reading". That room was found also for "Why didn't Hamlet read aloud?" and "Letter (sic) behaviour through drama" was just further proof of the pervasive interests of reading specialists.

One was also keenly aware of a sense of history. The exhortations of those other 19 UKRA conferences stretched behind us; current research on language monitoring, language-experience texts and typography was reported; suggestions abound of areas still unexplored. Joyce Morris's warning that recent popular theories may prove as disastrous for reading as those of the 1930s emphasized the links between past and present. Again and again we were urged to go back to earlier research reports, and to move from accepting to implementing them.

UKRA is losing its old divide into Reading people and Book people, and the conference title, "Meeting Children's Special Needs" encouraged the process. It directed attention to readers' reactions rather than teachers' techniques. The major theme emerging from UKRA 1983 was the individuality of the child, and the value of

story in meeting both his common and special needs. My own plenary session, "Children, books and the people in between" acknowledged the value of specific books in helping specific situations, but pointed out the danger of too rigorous a matching of developmental stages and problems to story or poem. The central educational role of the literary experience was supported and explored in workshops and special interest groups. Nicholas Tucker spoke of "The right book for the right child"; Colin Mills inspired members to start investigating the literary competence of 5 to 9-year-olds. Dr Bamberger reported on matching books and readers in Austria, while Cliff Mason pondered "Who needs a reading scheme - children or teachers?". In such a climate children's literature options were full and the take-up on hardy topics such as misuse analysis poor.

The other change in the reading field is the growth of school-based research. Its roots can be traced to the Bullock Report, but only recently have we been able to judge its value. The Worcester conference offered many examples of its success. Morag Hunter, showed how teacher effectiveness in Leicester had been increased by small-scale research, and the view was reinforced by reports on projects in Warwick, Reading and Colchester.

It cannot be denied that much of the discussion was carried on in that strange language which frightens off the non-specialist. "I have decided to expose children to poetry." "I am investigating the question-answer-relationship in content area reading." "The interaction between the scribe facilitator and the writer/reader has not been observed." Chris Nugent's paper, "Method and myth in modern reading philosophy", was particularly refreshing in such company, marking his revolt against "para academic gobbledegook" and a return to "talking commonsense".

Peggy Heeks

RESOURCES

Mechanical wisdom

Action must start in the schools, says the Alvey Report on information technology.
Roy Atherton recommends an Alvey sub-committee on education.



The Alvey committee was set up in March 1982 to recommend ways of improving Britain's competitive position in the world information technology market. One spur to its formation was the setting up in Japan of a fifth generation computer programme. A highly informed group of mainly technical experts from industry were assembled under the chairmanship of John Alvey of British Telecom to find ways of "mobilizing Britain's technical strength in IT".

By September of the same year it had produced a detailed report which recommended a £350m programme for advanced information technology over five years. By May 1983 the programme director, Brian Oakley, was appointed and implementation was well-started.

Intelligent knowledge-based systems (IKBS) are a main theme of John Alvey's plan. These are essentially a continuation of work also known as machine intelligence, artificial intelligence or expert systems. About 40 such systems exist now and much of the development has occurred in Britain and America. Perhaps the best known example is MYCIN.

It enables doctors to carry out medical diagnosis of bacterial infections more efficiently. Using it is like having a team of expert diagnosticians who will not only list possible diagnoses but also give the reasoning behind the conclusions. Such a system is particularly valuable in identifying less common possibilities and lives have been saved by such information.

There are still many uncertainties about precise forms. What will the new languages look like? Will we ever get natural language understanding as shown by HAL 9000, the computer in Kubrick's *Space Odyssey* 2001?

But confidence in the central concept, the emergence of a range of machines deserving to be called fifth generation, should be high. The theorists have discussed it since Charles Babbage's time in the form "Will machines ever play games?" Mid-twentieth century workers, such as Alan Turing, have made accurate predictions about the feasibility of machine intelligence. Equally there are well-documented predictions about the technology which is now beginning to make the costs of IKBS tumble. Anyone who has doubts might read a fine collection of papers, *Perspectives on the Computer Revolution* edited by Zenon Pylyshyn (Prentice Hall, 1970).

An IKBS consists of a knowledge database and set of rules of inference. A knowledge database is highly structured information - not only diseases and symptoms but quantified relationships to draw conclusions from given data and its own database. It learns by

storing its conclusions for future use. None of this is new but most existing systems are difficult to develop and require expensive machines.

Generally speaking most of the effort on hardware and software development up till now has gone into what might be called sequential processing - typically commercial data processing, scientific number crunching, or games. The most widely used languages and hardware designs handle these things fairly efficiently but they handle knowledge data bases and inferential methods rather laboriously. The IKBS people have had a thin time in every sense, but they are now challenging the old order in the same way as the new microcomputers are challenging the old mainframes.

If the development of IKBS becomes the major computing goal of the 1980s, computers will be designed differently and new languages will emerge to compete with present market leaders. The languages will be functional and logical, in a technical

sense, rather than the sequential and procedural ones which most computer people know.

A list of possible "demonstrator projects" is given. There are items which may be brought to fruition early in the timescale. The phrases speak volumes for themselves: pre-CP health adviser, workshop guide, teacher's auxiliary, citizen's helper, tactical decision aid, hardware/software design mate, technical translator, fourth generation robot, office manager/personal assistant, home servant, factory/plant manager.

A teacher's auxiliary would be well ahead of what currently passes for educational software. It could acquire knowledge about pupils and exercise certain types of judgment. Such systems exist now but they are not cheap, powerful, plentiful and portable. How will it be done?

Futurists might be tempted to write about bubble memory, holographic memory, opto-electronics or other promising but not now mainstream

developments. Alvey does not do this. He identifies four major enabling technologies - Software Engineering; languages and programming; Man-machine interface: visual, speech, touch; IKBS; a more effective transfer of human intelligence; Hardware: very large scale integration - more powerful microchips.

Most of the report is about the technical, financial, management and human resources needed to encourage these key areas, but something is said about schools and teacher training.

"Action must start in the schools. We support the moves which are now putting computing on the curriculum. But it is no good just providing schools with microcomputers. This will merely produce a generation of poor BASIC programmers. Universities in fact have to give remedial education to entrants with 'A' level computer science. Teachers must be properly trained, and the languages chosen with an eye to the future.

"Uncorrected, the explosion in

home computing with its 1950s and 1960s programming style will make the problem even worse. Action is also needed to increase the stock of computer science teachers by training existing teachers of other subjects in computer science and by encouraging young computer science graduates to enter teaching. The teaching of computer science in schools must be increased substantially in quality and in quantity.

The reality of teacher education is still a long way from catching up with the 1970s. It is engaged in a most energetic merry-go-round in which generally poor quality computer assisted learning is implemented on the cheaper types of modern hardware using inefficient, outmoded software methods which are not compatible with the newer approaches. A recent HMI report (*Aspects of Secondary Education*, 1979) expressed concern that in certain subjects the proportion of properly qualified teachers was not satisfactory. Physics had only 79 per cent and RE had only 81 per cent compared with English (86 per cent) and Mathematics (88 per cent).

In computer studies these proportions could be turned upside down. Probably less than 20 per cent of teachers are properly trained. The trouble is that Alvey's time-scale measured in years bears no relation at all to the time-scale for major educational advance - perhaps a decade.

Existing structures seem quite unable to do more than scratch the surface of the problem and, as often as not, even those materials and ideas which are propagated would not be rated highly by Alvey's criteria.

Teacher education is critically important to the future of individual children and to the economic and social well-being of the nation. There seems to be a case for an Alvey sub-committee to examine the problem expertly and expeditiously.

The emphasis should be on expertise in an up-to-date sense. The IT education system needs an injection of experience from people like Richard Ennals, for his work on teaching simplified Prolog. Jim Howe, a leading researcher in LOGO, Hugh Williams, the MUSE conference organizer and general expert, Peter Barker of Moray House College of Education, for many years an advocate of structured programming, Max Bramer, who is knowledgeable about computer languages and IKBS, and also Director of the MEP in Leicestershire, and Tim O'Shea of the Open University, who works on numerous IT education evaluation exercises.

There is not a shortage of expertise for committee work but there seems to be an acute need for an Alvey-like exercise to bring together and exploit these precious national assets.

Clear lines on
woodwork

Making a Chair
by Pearl Dot Workshops.
£5 plus £1 for postage.
Crafts Council, 12 Waterloo Place,
Lower Regent Street, London
SW1Y 4AU.

It is very easy for schools crafts to be divorced from the "real" world of industry. Too often the techniques used by commercial companies are quite different from the one-off methods CDT teachers employ.

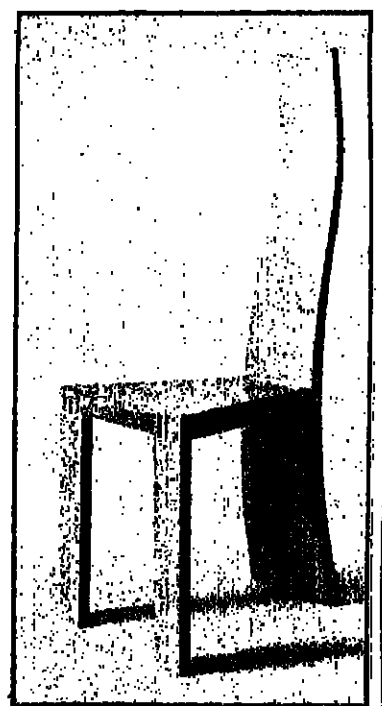
This set of 18 slides shows the production of an interestingly designed chair, from the plank to the finished article. The workshops specialize in individual commissions from private clients, architects or interior designers, although some of their work has a small-scale repeat

run like the chair illustrated here. Each one is separately made with great care. Full use is made of powered tools and jigs, much as might be used in the school workshop. This particular design needs a laminated back, and the shaping is done in a rubber bag vacuum press. Many schools with a "Harefield" bag will be familiar with its usefulness.

Perhaps fewer schools use a powered router, although these are invaluable. The slides illustrate clearly the way power tools supplement and improve traditional hand methods.

This is an extremely interesting set, well photographed, and accompanied by a useful explanatory booklet.

Ted Heasman



On the road

Working On Wheels
An information pack
(ISBN 0 9508746 0 4)
(National Playbus Association, St.
Thomas' Church, St. Thomas' St.,
Bristol BS1 6JJ. £5.50 including p&p
(member groups £3.50).

This pack is a nicely produced and extremely thorough guide on how to start a community mobile facility. It emphasizes playbuses, but also covers other vehicles - lorries, trailers and so on - and other community groups - old people and teenagers - and library projects.

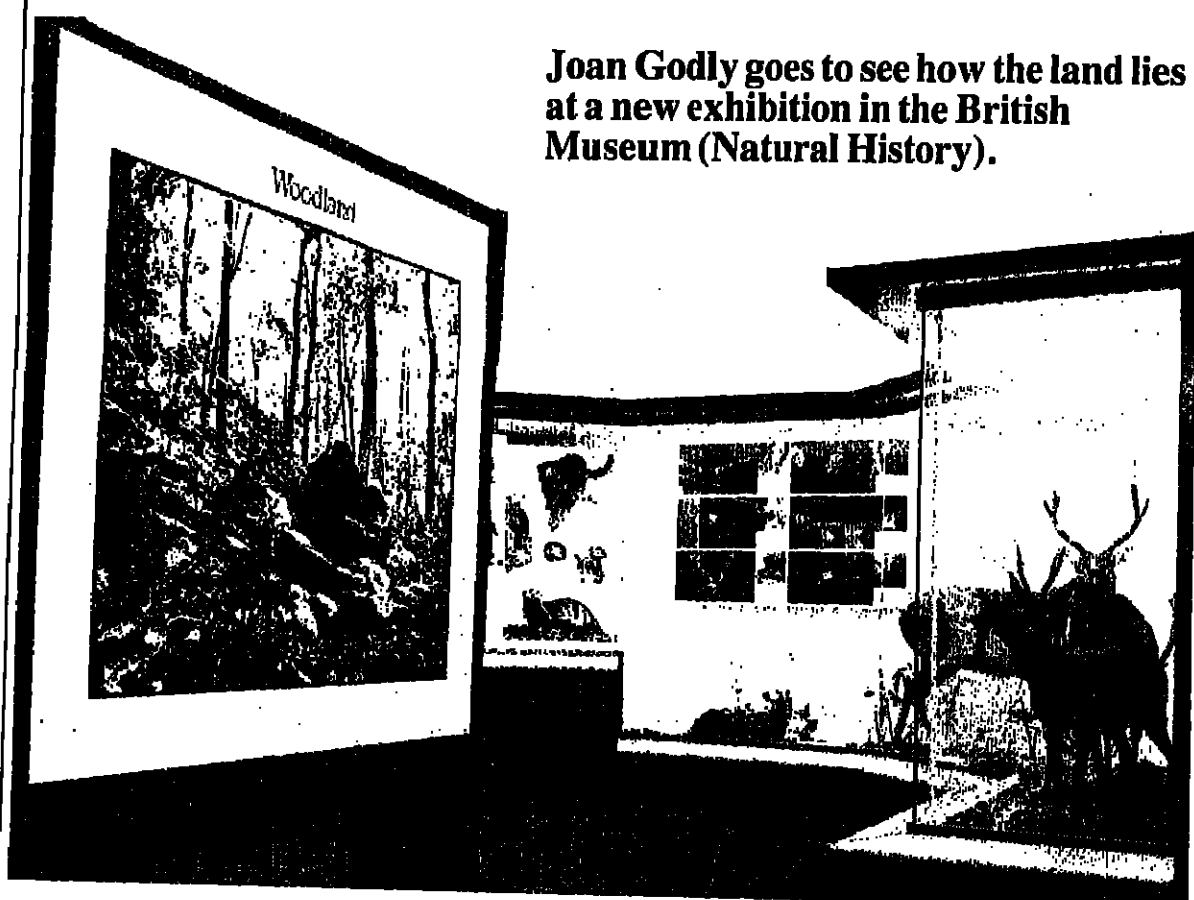
There is a detailed and clear section on buying and converting the vehicle (focusing on double-decker buses as generally the most suitable). Every aspect is covered down to wiring diagrams for an auxiliary battery system. The association itself runs a conversion workshop in Bristol. Other practical matters include insurance; transport and safety regulations.

Nick Thomas

RESOURCES

Natural habitats

Joan Godly goes to see how the land lies at a new exhibition in the British Museum (Natural History).



British Natural History Museum (Natural History), South Kensington. Permanent exhibition - opened 26 May 1983. Admission free.

These islands offer a great diversity of types of habitat and "British Natural History" aims to illustrate the range and show the varieties of animals and plants found in each.

This new exhibition is tucked away in one of the smaller galleries on the top floor of the museum and is, therefore, without access to wheelchair. It is stocked with some 2,000 plants and animals found in the British Isles, except birds which are displayed elsewhere. Ireland is not included.

The exhibition is set out in 12 sections. The introductory sequence opens with a section called "A Journey Through Time", which shows the

changes in land outline, climate and hence vegetation since the last ice age 20,000 years ago. The range of climate in the islands now is illustrated by a series of "holiday" postcards from widely separated places fixed to a map, though this, of course, can't indicate the variation within each region.

There follows a small section on Conservation, which gives reasons for pressure on the natural environment - agriculture, industrialization and recreation, and includes some "then and now" comparisons, though some of the pictures and captions are too low to be seen properly. There are a few "don'ts" for the individual, for example, don't uproot plants and don't discard lines and hooks while angling. Organizations involved in conservation are listed here.

Section C - Identification - offers an illustrated lesson on the reasons

for, and the use of keys with fun magnifiers provided to examine small organisms. The last section of the introduction is the index to the specimens included in the exhibition. It is the vertical-frame hinged type which can really only be used by one person at a time. The lighting in this corner is excessively discreet, making it difficult to read.

The following seven sections are devoted to particular habitats: Urban and Wasteland; Woodland; Seashore; Estuaries, Saltmarshes and Sand-dunes; Freshwater; Heath, Moor and Highland; and Field and Downland. Each of these has a large, named, black-and-white aerial photograph of a typical example, for instance the area around Victoria Station in London is shown for Urban and Wasteland. A map of the British Isles gives the distribution of the type of habitat. The problems besetting life there are

listed and the adaptations the inhabitants have evolved which overcome these problems, are explained. A "places to live" in the habitat is given, for example, the Woodland section compares broad-leaved and coniferous forests and shows animals and plants to be found in tree-tops, shrub, deadwood, tree-base and leaf litter. There is some quite good biology here, though on a rather superficial level. Some sections, for example Estuaries and Downland, include a useful soil "slice".

Each section has specimens to show the range and variety of organisms commonly found in the habitat. Some are corpses mounted and captioned, others are illustrated by close-up colour photographs. They are listed by traditional taxonomic groupings which are re-explained in every section. The phylum arthropoda, though, has given way to three phyla: crustacea, unirama and chelicerata. The captions give the name, size limits and special habitat of each specimen, and are factual, repetitions and dull, though the one for the weaver fish did recommend treating its venom gland stings with hot water.

The quality of the specimens is very variable. The coelenterates are very clear, mounted in liquid with adequate lighting so that even almost transparent examples like *Aurelia* show up well. The "wet" plants, on the other hand, are dreadful. Mounted dry, some of them look like tatty string which bears no resemblance to living specimens in their natural environment. The damselflies are mounted against the standard white ground so their wings are invisible. There are no magnifiers provided for the smallest animals, so no detail can be seen and in a few instances the caption is present but the specimen is "to be collected".

The last section, for reference, is

a card index listing books and organizations. A glass case shows a few of the books available from the bookshop ranging from *The Rabbit* and *The Duck-Headed Gull* to *British Museum Bulletins*.

It is not easy to determine quite what the organizers of the exhibition had in mind. The leaflet, available from the inquiry desk on the ground floor, says "It has been specifically designed for the amateur naturalists". Yet many questions are left unanswered because of the superficial biology. On the other hand, the keys section is juvenile in its approach, and if young children attend who do not know that "tree-tops" is known as the canopy, and soil "slice" is more usually termed profile, then they should have these terms presented and explained. The exhibition is included in guided tours for primary schools.

If you are an able-bodied enthusiast, possess a torch and a magnifier but not an inquiring mind, and can come in the "quiet time" - the leaflet says this is between 16.00 and 18.30 hours - this exhibition is for you. If you are a teacher with perhaps 30 or more children to cope with, it really is essential to visit it beforehand, not only to plan the work but also to plan the logistics of class management in the space available. There is no air-conditioning and only one three-person sea. (There is lots more space, coolth and seats down one floor in Minis!) No activity sheets are available, but the museum would be glad of feedback from teachers so that some can be produced.

Altogether, for what is publicized as a "major new permanent exhibition", it is a disappointment for those involved in education of the young in this important and topical area of study and interest. For the amount of work which has gone into it, it is a great opportunity lost.



MEDIA

Andrew Peggie recommends a new series of musical productions by schoolchildren.



Old heads on young shoulders

of Spondon School, Derby's musical, *The Liberty Tree*. Brandith is a local, nineteenth-century rebel, hero or villain, depending on your point of view - for whom the all-too-familiar conditions of lack of work and a remote, authoritarian government is ultimately too much. He is persuaded, on the basis of hearsay evidence of widespread dissent and revolt, to lead a motley band of "rebels" to take Nottingham and their London.

His downfall is brought about by a combination of apathy, fear of reprisals, a disastrous mistake in accidentally shot, minor weather, treachery and ultimately betrayal. He had to do it, he says to his wife, before his execution, and we feel that he must have known his

gesture would be a futile one against overpowering authority. There is, however, a disturbing twist to Spondon School's production. Events, characters and locations in the original narrative are faithfully adhered to, and the production is given a documentary flavour by the use of and into contemporary prints chronicling the story. But after a while the viewer begins to realize that the sets and locations are deliberately contemporary (and not just a lack of money compromise). The contemporary parallels become ever more blatant as we discover the home secretary relaxing in the grounds of a stately home, conversing with the informer by means of C.S. and a deployment

involving blaring police sirens, dogs and helicopters. *The Liberty Tree* was possibly a stage presentation, which, with a little help from Central, has transferred to the small screen. The only casualty in an otherwise totally convincing production is lighting which seems unable to cope either with small interiors or outside locations. Music and sound effects deserve special mention, however, with the songs (original traditional material, or specially composed?) particularly affecting. How refreshing it is to hear non-synthesized music as background to a TV drama production - played, incidentally, by the pupils themselves. Conflict and the special utility of action against governments which can no longer respond to local or

humanitarian needs are also the central theme of Trinity School, Leamington Spn's *Your Attention Please*. The urgently contemporary topic is treated in a no less sophisticated way: how ordinary people are expected to cope with the prospect (and actuality) of a nuclear war. If *The Liberty Tree* owes much to the narrative theatre, *Your Attention Please* might possibly have originated as theatre workshop.

The end result is a series of re-view-type episodes which exploit Python-like, television's capacity to juxtapose diverse images and locations. Particularly effective is the way in which one scene becomes a television image in the following one. This and the use of "artificial" studio audiences make us never quite sure which side of the screen we are on.

As with the Derby production, authority is seen as both rich and powerful. The retaliation meeting at which British officers plan attacks on the Soviet Union takes place as a game of roulette in a night club, the velvet-covered plunger on a platter with which the symbolically ignites the explosion. A cabaret singer meanwhile delivers a bitterly sarcastic blues number to the unheeding "punters". This is only one of a wide range of musical contributions, again memorable for their effectiveness and professional delivery. It is the kind of political satire now sadly all too absent from the screen.

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Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

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CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
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OL14 5BP
Required from August 1983 a teacher (Scale 1) with special interest in Maths and Science and Boys' Sports.
Candidates should be Roman Catholic and hold a valid R.C. Certificate of Confirmation.
Application forms available from the Education Officer, St Vincent's R.C. Infant School, Wilson Road, Todmorden, West Yorkshire OL14 5BP. Tel: 01684 55111. Closing date 11.08.83.

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ST. SAUVIGRIS COUNTRY SCHOOL
(108 on Roll)
30th August 1983
NURSERY INTEREST IN OURS AN ADVANTAGE.
RAMSBOTTOM
(180 on Roll)
1st September 1983
For application form and address to which completed form should be sent, apply to the Education Officer, St. Sauvirig Country School, Preston PR1 8XJ.
Closing date: 25th August 1983. (17914) 110092

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LONDON BOROUGH OF BRENT
ST. JOSEPH'S R.C. JUNIOR SCHOOL
NORWOOD INFANTS SCHOOL
(Roll: 553, Social Priority School)
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Candidates should be Roman Catholic and hold a valid R.C. Certificate of Confirmation.
Application forms available from the Education Officer, St. Joseph's R.C. Junior School, Norwood, Brent, London NW10 9LS. Tel: 0181 608 5511. Closing date 11.08.83.

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Full-time Assistant Teacher, Scale 1, sort. from September or as soon as possible for Lower Infant. Must be a qualified teacher with a valid R.C. Certificate of Confirmation.
Apply by letter, giving names of two referees and curriculum vitae to the Western Area Education Office, 1st Floor, 100, King's Lynn Road, Norwich, Norfolk NR1 1JL. Closing date: 25th August 1983. Previous applicants will be automatically considered.
(17399) re-cast 110092

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Old Kent Lane, NW9 9ND
Required from September 1983 a teacher (Scale 1) with special interest in Maths and Science and Boys' Sports.
Candidates should be Roman Catholic and hold a valid R.C. Certificate of Confirmation.
Application forms available from the Education Officer, Kingsbury Green Junior School, Old Kent Lane, NW9 9ND. Tel: 0181 608 5511. Closing date 11.08.83.

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£8,154-£9,060

Required at the BUDDLE LANE FAMILY CENTRE in EXETER, which is a 60 place unit. The Centre, a Joint Education, District Health and Social Services Initiative, is a fully integrated Day Nursery and Nursery School establishment (for selected children under the age of five). This Centre also acts as a focus for Liaison and Joint Planning between these three Departments. The Deputy Principal, whilst having overall management responsibility for the Centre in the absence of the Principal, will also be directly responsible for a particular unit specialising in work with the total family. Relevant experience and NNEB and/or Nursery Teachers qualification required.
For informal enquiries, Tel. Mr F. Thomas, Principal, Exeter 79361.
Application form and job description (see please) from Director of Social Services, County Hall, Topham Road, Exeter, available by 24th August 1983.

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Qualified and experienced teaching staff, with a strong emphasis on the teaching of English and Mathematics. The school is a member of the Association of Prep Schools and offers a wide range of extra-curricular activities. For further details, please contact the Headmaster, The Prep School, 1234 Whitehall, London SW1A 2BQ. Tel: 01-234 5678.

Lothian Regional Council

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SENIOR LECTURER II IN PHYSICS

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Required to co-ordinate Physics provision within the Department of Science and Mathematics and to provide Physics services to other Departments within the College. An interest in curriculum and course development, plus experience of administration, would be an advantage. Applicants should possess a degree or equivalent in Physics of a relevant subject.

Application forms and further particulars from: The Principal, Stevens College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE. (Tel: 031-443 7111).

WEST LOTHIAN COLLEGE OF FURTHER EDUCATION

LECTURER B IN HAIRDRESSING/PERSONNEL SERVICES

Salary on Scale: £7,044-£10,413

Required to teach: (a) Hairdressing to full-time and day release courses taking CGLI examinations up to Advanced level; (b) Grooming/Personal Presentation to a wide range of other College courses. Applicants must be fully certified to CGLI Advanced level and possess relevant trade experience, teaching experience and a teaching qualification would be advantageous but are not essential. Application forms and further particulars from: The Principal, West Lothian College of Further Education, Marjoriebank Street, Baitgate EH46 1JL. (Tel: Baitgate 55601).

BARNESLEY METROPOLITAN BOROUGH COUNCIL

BARNESLEY COLLEGE OF TECHNOLOGY

CHURCH STREET BARNESLEY S70 2AN

The following posts are all Temporary from 1 September 1983 for one academic year. Lecturer I in Computer Studies. The successful candidate will be required to teach BASIC and COBOL to a range of courses and assist with the development of YTS Computer Literacy Courses. Candidates should have relevant industrial experience and suitable academic qualifications.

DEPARTMENT OF COMPUTING AND MICROELECTRONICS

Lecturer I in Computer Studies

The successful candidate will be required to teach BASIC and COBOL to a range of courses and assist with the development of YTS Computer Literacy Courses. Candidates should have relevant industrial experience and suitable academic qualifications.

DEPARTMENT OF GENERAL AND COMMUNICATION STUDIES

Lecturer I in Basic Skills

Required for September 1983 to teach Basic Skills to young people on the Youth Training Scheme. The successful candidate will also be required to teach on a range of other courses within the Department.

DEPARTMENT - LIBRARY

Lecturer/Assistant Tutor Librarian

Applications are invited from candidates wishing to join a small and enthusiastic team of tutor-librarians. The duties of the post will include general library administration, assessment and possible development of micro-computer applications in the College Library, information services and teaching in the Department of General and Communication Studies and, possibly, on Information Technology Courses. Candidates should hold a recognised professional qualification in Librarianship and have a working knowledge of computer applications in libraries. An appropriate teaching qualification would be an advantage.

DEPARTMENT OF SCIENCE AND TECHNOLOGY

Lecturer I in Science and Technology

Candidates should have an interest in, and preferably experience of, ONE of the following areas: (a) Computer Aided Engineering (Design and Manufacture); (b) Open Learning Systems; (c) Teaching Basic Numeracy mainly to young people following YTS courses; (d) Food Science.

DEPARTMENT OF SECRETARIAL STUDIES

Lecturer I in Secretarial Studies

To teach Typewriting, Short-hand and Office Practice throughout a range of courses. The ability to contribute to Word Processing would be an advantage. Applicants should have appropriate qualifications and business experience.

DEPARTMENT OF SOCIAL AND HEALTH EDUCATION

Lecturer I in Nursing/Caring

The post will mainly be concerned with the education of unemployed young people. Candidates should have suitable academic qualifications and relevant industrial experience.

Lecturer I in Hairdressing and Beauty

To assist with the teaching of Hairdressing and Beauty to full-time and part-time students. Applicants should have good industrial experience and hold suitable professional qualifications. Application forms and further particulars may be obtained from the Principal, College of Technology, Church Street, Barnsley S70 2AN. (S.A.E. please) to be returned not later than ten days from the appearance of this advertisement.

Colleges of Further Education

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OVERSEAS
continued

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer. Missionary Movement, Shenley, Aylesbury, Bucks. HP8 4JN. Tel: 0494 510000.

CYPRUS

TEACH IN CYPRUS AND THE MIDDLE EAST. Many hundreds of teachers for all subjects and grades will be required from September to university level for this and other countries. Good pay, no tax, warm climate, good employment conditions. For details of how to contact employers, please send a recent passport size photograph and a letter of interest to: Mr. P. O. Box 3711, Nicosia, Cyprus. (03743) 460000.

EGYPT

ST. FATIMA SCHOOLS
Cairo, Egypt

This primary school (4 to 13 years) requires qualified teachers of English as a foreign language, start October. Please contact Mr. Fouad Habib, London House for Overseas Graduates, Mecklenburg Square, London WC1N 2AB, from 9th - 5th, 460000.

GREECE

EFL Schools on Gk Islands. EFL. fluent Gk speakers. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

GREECE

EFL teacher required for Patras, Greece. Certificate essential. Overseas experience preferred. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

GERMANY

Frankfurt International School requires a teacher of Secondary School English. The Frankfurt International School is a kindergarten to Grade 12 school (ages 3 to 18) of 1050 students of 40 different nationalities. The curriculum is American. Graded. Full-time position. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

GERMANY

JUSTUS LIEBIG UNIVERSITY, Giessen. Fachbereich Anglistik, FR. Required for 1 October 1983: EFL. 3-4 year appointment to teach English for specific purposes (business English). Applicants should be native speakers of English, they should have a university degree in English, and have a minimum of 3 years' teaching experience in the field of English for specific purposes. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

GREECE

Experienced EFL Teacher wanted for private English language school in Rhodes, Greece. From September to June. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

GREECE

Experienced EFL teachers wanted as soon as possible for private English language school in Rhodes, Greece. From September to June. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

ITALY

Authorised school of English, also using English Teaching Theatre. Applicants should have a degree in English, a teaching certificate, relevant experience in the field of English for specific purposes, and a minimum of 3 years' teaching experience. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

JAMAICA

URGENT - Another Maths + Stats. Teacher for Montego Bay Community College. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

KUWAIT

VICE PRINCIPAL
PITMAN INTERNATIONAL SCHOOL, Kuwait

Applications are invited for the post of Vice Principal of the Pitman International School, Kuwait. The school is a new and growing school, catering for students of all nationalities. The successful candidate will be responsible for the management of the school, and will be required to have a minimum of 10 years' experience in a similar position. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

KUWAIT

The College provides 10-month continuous education for students of all nationalities. The curriculum is American. Graded. Full-time position. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

KUWAIT

Vacancies for September 1983. Teacher of Integrated Science. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

LIBYA

NEW TRIPOLI COLLEGE, Tripoli, Libya. Primary School Science. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

ANTALYA

Private (secondary) school in Antalya, Turkey. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

ENGLISH LANGUAGE

For my children of 13 and 15, I require a tutor who can help them with their English. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

TEACHERS REQUIRED FOR

for my children of 13 and 15, I require a tutor who can help them with their English. Salary: £2,700 p.a. (plus 40% bonus). Tel: 021 460000.

30 TEFL Teachers

Saudi Arabia

c.£15,000 p.a.

The Reason

Since 1981 Aramco, the world's largest oil producing company, has successfully recruited 60 TEFL/TESL teachers from the U.K. Currently we employ some 700 TEFL teachers of varied nationalities to instruct some 10,500 Saudi Arab trainees. With the recent opening of two new Industrial Training Centres, fully equipped with the latest teaching aids, we need an additional 30 TEFL teachers to contribute their own skills and experience to the development of this TEFL programme.

The Candidates

Degree or Cert. Ed. in English, Linguistics or Languages plus four years TEFL teaching experience. Degree or Cert. Ed. in other disciplines plus a PGCE with TEFL component or an RSA approved TEFL course plus four years TEFL teaching experience.

The Benefits

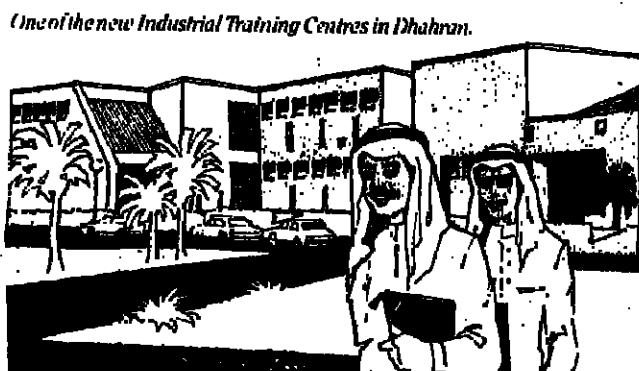
As the principal concessionaire developing the oil reserves of Saudi Arabia on behalf of the Saudi Arab government, Aramco can offer the security and range of facilities that virtually no other companies can match. In addition to an attractive salary, benefits include an indefinite term employment agreement for job security, subsidised food and accommodation, annual leave with return air fare and excellent sports and recreational facilities.

Initially employment will be on a bachelor/single status basis with the company also providing one additional annual return air ticket to allow wives to visit the Kingdom for a vacation. After one year's satisfactory employment, married status will normally be available.

Members of Aramco's training organisation are scheduled to visit London in the near future to conduct interviews. We would welcome enquiries from previous applicants who meet the minimum job requirements.

Telephone now for an application form or write, including a brief c.v. (quoting ref: 8858/TES) to: John Nicholson, ARA International, 17-19 Maddox Street, London, W1R 0EY. Telephone: 01-491 8013 (24 hrs.) or 01-629 2356.

ARAMCO
A world in itself



REPUBLIC OF SINGAPORE

Teachers of English in Secondary Schools

Honours Degrees (or equivalent qualifications) in English or the Humanities. Interviews are scheduled to be held in London in mid-October 1983 and successful applicants will take up their appointments at the beginning of the academic year in January 1984.

There are presently 125 native-speaking English teachers in Singapore Secondary Schools, almost all of whom have been recruited from Britain during the last three years. Although many of these teachers are teaching English up to Singapore/Cambridge University GCE 'A' level standard, there is now a greater need for teachers to teach students in the Secondary and Tertiary four range (12-18 years) who will eventually sit for the Singapore/Cambridge University GCE 'O' level examinations.

Teachers appointed to the Singapore Education Service will have the opportunity of working with highly motivated students, who live in a society which has a high regard for education and which puts a premium on academic success. They will also have the opportunity of living in a rapidly developing modern city but one which still retains the traditional life-styles and cultures of its peoples.

The basic terms of service include the following:
Renewable 3 year contracts offering the prospect of long term service.
Basic salaries ranging from £8,287-£17,606 p.a.
Additional housing allowance varying according to marital status.
Children's education allowance where applicable.
Tax free superannuation benefits amounting to 22% of total salary inclusive of allowances.
Medical benefits.
Baggage allowances.
Free passage for home leave after each 3 year contract.
Interest free settling-in loan.

For application forms and an information booklet, please write to or telephone:
Teacher Recruitment Unit
Singapore High Commission
5 Cheong Street
London SW1
Tel: 01-236 6376 (Jaske)

Completed application forms should be returned by 15 September 1983.

TUTOR
Environmental StudiesVANUATU TEACHERS' COLLEGE
VANUATU

The Government of Vanuatu require a Tutor in Environmental Studies for Vanuatu Teachers' College, Port Vila. Duties: In addition to teaching the officer would be required to undertake supervision of teaching practices and school observations. Extra curricula and normal boarding institution duties would be expected.

Qualifications: Applicants, preferably aged 30-55 years should be British citizens and have a degree in the area of social studies with some environmental science including human geography plus teaching experience in a Teacher Training College or Teachers' Centre. A further qualification or evidence of further study and knowledge of French are desirable. Experience of working in a developing country is important and will be a particular advantage. Appointment: 22 months.

Salary in range £10,283-£14,264 p.a. including an allowance normally tax-free in the range £8,240-£8,764 p.a. Terminal gratuity of 25% of basic salary is payable. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded.

For full details and an application form please apply quoting Ref. AH 372 ID stating post concerned and giving details of age, qualifications and experience to:
Appointments Officer,
Overseas Development Administration,
Room AH 361,
Abercrombie House,
Eagleham Road,
East Kilbride,
Glasgow G75 8EA.



OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

SCIENCE/MATHS TEACHERS

Earn c£15,500 a year in Saudi Arabia (Tax Free)

Cable and Wireless, the worldwide telecommunications Group, has established a nationwide telecommunications network for the Saudi Arabian National Guard. Training is an integral part of the project, and the company operates a training school in Riyadh, where theoretical and practical telecommunications skills are taught.

We have vacancies now and arising shortly for teachers, probably aged 30-40, to teach small groups of National Guardsmen basic maths and physics principles.

You should hold a suitable degree in physics, maths or engineering and a full teaching certificate with several years teaching experience. Overseas experience would be an advantage but is not essential.

WE ARE OFFERING A SINGLE STATUS ONE YEAR RENEWABLE CONTRACT WITH BENEFITS INCLUDING:
• FREE BOARD AND LODGING USUALLY IN ONE OF OUR WELL EQUIPPED MESSES.
• REST AND RECREATION BREAKS OF ABOUT 19 DAYS AT APPROXIMATELY 4 MONTHLY INTERVALS. ALL AIR FARES PROVIDED.
• PAID LEAVE EARNED AT 5 DAYS PER MONTH AND TERMINAL GRATUITY (INCLUDED IN PAY PACKAGE).

Applications from Arabic Speakers and Saudi Arabian Nationals would be welcomed. Please either send full details quoting ref: D057 and your daytime telephone number to: The Recruitment Officer, Cable and Wireless PLC, Mercury House, Theobalds Road, London WC1R 8RX or telephone for an application form on 01-242 4433 ext 4008.

Cable and Wireless
Helps the world communicate

Posts overseas

Poland

Assistant Director of Studies (2 posts)
Post 1: Language Centre for Academic Staff, Jagiellonian University, Krakow
Post 2: English Language Stadium, University of Gdansk

Duties: Responsibility under the Director for the teaching of courses in English at various levels to academic staff and assistance with general running of the Centres, materials development and CPE and CSE exams.

Qualifications: degree (preferably in English or Modern Languages), RSA Cert TEFL qualification and 3 years TEFL experience essential. Candidates, preferably male aged 25-40, must be UK citizens, with British educational background. Some ESP and teacher training experience useful. Salary: £10,000-11,750 zloty per month plus Sterling subsidy of £4,186 per annum. Benefits: free furnished flat, large and baggage allowance. Contract: one year renewable local contract (with British Council Guarantee) commencing 1 October 1983. References: B3 72-73 T.

Venezuela

Director
The British Council Institute, Maracaibo

Duties: The Director will participate in the formulation of DTEO policy and will be responsible for professional, financial, promotional and personnel management; five hours teaching per week; responsibility for examinations, curriculum, text-books and equipment. Qualifications: a degree, RSA or PGCE TEFL, MA Applied Linguistics (desirable), a minimum of 5 years TEFL experience including administrative and financial duties is essential (preferably in a British Council DTEO), experience of personnel management is desirable. Spanish highly desirable. Salary: Starting and Bolivian elements in the following ranges: Starting £5,698-£7,871, plus Bolivians Re 38,948-£1,948. The Bolivian element is payable in British pounds sterling. Benefits: accommodation allowance, setting-in allowance, airfare, baggage allowance, medical cover, annual home leave. Contract: a two year contract with the British Council in Venezuela, renewable by mutual consent. Closing date for applications: 15 October 1983. References: B3 D 129 T.

West Germany

Assistant Director of Courses
The British Council, Munich

Duties: to work in a team consisting of Director of Courses, two ADOs and 9

part-time teachers. To teach an average of 13 hours per week. To specify and design teaching materials. To supervise and observe teachers. Teacher-training. To liaise with clients and take part in Marketing and promotion activity. There will be some administrative duties. Qualifications: degree, PGCE/RSA TEFL, 5 years teaching experience including substantial ESP work, experience of DTEO centre management or management experience and a good working knowledge of German. Experience of CALL is desirable. Single candidates, age 28-45, are preferred. Salary: £10,416 per annum tax free, linked to the rate of exchange and Munich cost of living index. Benefits: airfare, settling-in and baggage allowances, employer's contributions to National Insurance, medical scheme, 35 days leave plus 15 days sick leave. Closing date for applications: 15 September 1983. Reference: B3 D 139 T.

KELT Scheme

The Key English Language Teaching Scheme is part of Britain's aid programme to developing countries overseas.

Kenya

Lecturer in English
Siriba Teachers' College, Maseno

Duties: to contribute to the production of a teacher training programme in the English Department, including language skills and methodology, for a two year course for non-graduate teachers. To assist in the planning and executing a programme of staff development within the English Department; to contribute to the production of materials as appropriate; to teach for up to a maximum of half the normal teaching load in order to develop and assess the programme, to work with the Kenya Institute of Education in developing and expanding the new syllabus for the two year Diploma and with the Ministry of Education in the development of the Diploma examinations. Special qualifications: candidates should have at least 5 years experience in teacher training at secondary level, including syllabus design and materials production. Salary: £5,716-£11,896 per annum. Overseas allowances: Nil-£3,746 depending on salary level and marital status. References: B3 K 30 T.

The following posts are also funded under Britain's programme of Aid to developing countries:

Indonesia

ELT Expert
College of Police Science (CPS), Jakarta

Duties: to prepare an analysis of the ELT needs of the CPS students; to design a general English course and to produce materials to include the use of the language laboratory; to design or adapt a reading and study skills course

and to produce materials to enable CPS students to use books written in English on police subjects; to test-teach the new materials along with English teaching colleagues; to improve course design and ELT materials at the Police Academy in Central Java. Special qualifications: candidates should have: a knowledge of BE Asia is desirable. Salary: £5,716-£11,896 per annum. Overseas allowances: Nil-£3,746 depending on salary level and marital status. References: B3 K 38 T.

Sudan

Lecturer in TEFL
Ahfad University College for Women, Omdurman

Duties: to teach 10 hours per week, concentrating on language improvement initially, then gradually increasing the methodology element as students progress; to develop a language improvement syllabus based upon commercial texts; to develop a methodology syllabus concentrating on the classroom skills needed to teach the Longman NILE course for Sudan, the standard textbook in government secondary schools. Special qualifications: at least 4 years teaching experience overseas at secondary or tertiary level is essential. Two years teacher training experience is desirable. Single, female candidates preferred. Salary: £5,716-£11,896 per annum. Overseas allowances: Nil-£2,513 depending on salary level and marital status. References: B3 K 30 T.

General qualifications: Essential for all above ODA funded posts: Degree or equivalent; teaching qualifications including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 2 years TEFL overseas. All candidates must be UK citizens, preferably aged 30-50, with a British educational background. Benefits: Salary free of UK Income tax; variable overseas allowances according to marital status and salary level; family passages; children's education allowance and baggage allowance; medical cover; accommodation; outfit allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu. Contract: Candidates will be for 2 years initially with the British Council. Closing date for applications: 25 August 1983. Interviews in September.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

OVERSEAS
continued

TANZANIA

One experienced EFL Teacher and one experienced Primary Teacher needed urgently for developing primary teacher training project in Zanzibar to supervise trainees and produce materials. All posts are at local salary and volunteer terms of service. Single, male, aged 30-45, with a British educational background. Salary: £5,716-£11,896 per annum. Overseas allowances: Nil-£3,746 depending on salary level and marital status. References: B3 K 30 T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

Administration
Local Education
Authority

CALDERDALE
COUNCIL
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
OFFICE OF THE
DEPUTY CHIEF OF
EDUCATION
100, BRIDGE STREET
LEEDS LS2 9JL
Tel: 0113 213 4081



Buckinghamshire
Education Department

Assistant Education
Officer
(Careers)

Salary Scale PO 4/5 (£12,408 - £14,709)
You will be based at County Hall, and will be responsible for the management of the Careers Service. Applicants should have exercised managerial responsibilities at a senior level in a Local Authority Careers Service. Car user allowance. 100% removal expenses, lodging allowances and assistance with legal expenses payable in approved cases. Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of s.a.s. Closing date for applications 12 September, 1983.

City Attorney's &
Environmental Health DeptHome Safety
Education Assistant

Salary: £8,284 - £7,005
Required to be responsible for the promotion of Home Safety in the City by providing a local source of information, teaching and publicity material and by encouraging the use of this material in schools, colleges and by voluntary groups. Applicants should have the imagination, confidence and personality to speak effectively in public. No specific qualifications are demanded, but a background in teaching, drama or community work may be advantageous. A knowledge of publicity methods and the ability to communicate are the most important attributes sought. Assistance with relocation expenses, up to a maximum of £1,985 and temporary housing accommodation is available in approved cases. For an application form (returnable by 24th August) and further details, write to the Director of Personnel and Management Services, New Walk Centre, Watford Place, Leicester LE1 6ZG or telephone (0533) 549822 ext. 7084.

LEICESTER
CITY COUNCIL

City of Salford

EDUCATION DEPARTMENT
PRINCIPAL CAREERS
OFFICER

PO2 - £10,539-£11,703
Post Ref: 4664/TE5

Applicants should be suitably qualified and have experience at a senior level in a Local Education Authority Careers Service. He/she will be responsible to the Assistant Education Officer (Post Schools) for the organisation and management of the Authority's Careers Service. Further particulars are available. Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Swinton, Manchester M27 2BN. Tel: 061-793 3158. Please quote the above post reference in all communications. Closing date for applications 26th August 1983.

Fully fitted and available
Long established. Available
due to retirement of present
Principal. Excellent potential.
Offers invited.
Details from Cattines Com-
mercial, 10 St. Andrews,
Bristol, Cambridge CB2 3QJ